This Week in The Chronicle

July 15, 1992

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Plans for a one-million-per-cent increase in fees at the National Autonomous U. of Mexico have been suspended indefinitely: A40

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MARGINALIA

Letter that a university received from a state legislator in Michigan, James A. Kosteva:

"In our rapidly changing society, one in which education of the masses is no longer a luxury but a necessity, it is imperative that our state universities be cognizant of the economic and social demands needed to continue the viability of the institutions.

"As Chair of the House Colleges and Universities Committee, I am hoping we can meet with leaders of each university to determine how these demands are being met. . . .

"Please contact my office to schedule a campus visit from our committee, or a time for a presentation in Lansing. It is our hope to continue funding excellence, not just mediocracy."

Lots of luck.

■

From the Pennsylvania Higher Education Assistance Agency:

"10. 'Never-Enrolled, No Status Date'—means the student was indicated as never enrolled but no never-enrolled data was provided. If the student never enrolled, indicate the term beginning date of the enrollment period for which the student never enrolled. . . ."

Any questions?

■

From the minutes of a meeting of the Connecticut Regional Technical-Community College Board of Trustees:

"Dr. Jonathan Daube, President, Manchester Community College, welcomed the Board members to the college. He introduced Samuel Clemens, Dean of Institutional Development, who humored the Board with his portrayal of Mark Twain."

Anything to keep 'em happy.

■

Ad in the *Oshkosh Northwestern:*

"The Mathematics Department of the University of Wisconsin Oshkosh seeks candidates for a one-year-old academic staff lecturer to teach 12-15 credits of mathematics. . . .

"The University of Wisconsin Oshkosh is an Affirmative Action Equal Opportunity Employer."

And there's no age discrimination, we're glad to see.

■

From *Consultant's Digest*, a newsletter from the Office of the American Bar Association's Consultant on Legal Education:

"In November, the Office of the Consultant distributed a questionnaire to the deans of all law schools approved by the American Bar Association. . . .

"The Committee poured over the questionnaire responses to see what kind of information we were receiving."

"And whether it formed a solution," a reader suggests. —C.G.

In Brief

TOM JORGENSEN

Children stage memorial to shooting victims

IOWA CITY—More than 200 children performed a dance at the University of Iowa in memory of three professors, one student, and an administrator who were killed when a doctoral student went on a shooting rampage on the campus last fall. A student worker was severely injured in the shooting.

The dance was called "Star Stuff" because most of the victims had studied the physics of plasma, which is considered the cosmic "stuff" of which stars are made. Jacques d'Amboise, head of the National Dance Institute, choreographed the children's dance routines. ■

Paul Quinn College told to repay U.S. $350,000

DALLAS—The U.S. Education Department has ordered Paul Quinn College to repay $350,000 that the agency says was misspent during the tenure of President Warren W. Morgan, who was replaced in March.

The federal money, which came from a program to aid developing institutions, was supposed to be kept in an endowment fund for 20 years. Instead, the college spent it on operating expenses, an Education Department spokeswoman said.

The order is a setback for the struggling, historically black institution, which is trying to raise millions of dollars to repair facilities.

The department is considering a request from Paul Quinn's interim president, Winston D. Powers, that the college be permitted to repay the money in $25,000 monthly installments.

The trustees said they had removed Mr. Morgan because the college needed strong financial and administrative leadership. ■

GENE PEACH

Luther College wins barbershop-quartet contest

DECORAH, IOWA—A group of undergraduates from Luther College won first place among 14 teams in the first annual national barbershop quartet competition for college-age men.

The quartet, the Water Street Junction (*below*), sang "Goodbye, My Coney Island Baby" to take the title. The competition was sponsored by the Society for the Preservation and Encouragement of Barber Shop Quartet Singing in America. ■

Elms are dying in Harvard Yard

CAMBRIDGE, MASS. — Dutch elm disease has destroyed two 90-year-old trees and is threatening 70 others in Harvard University's Yard. The university cut down the trees (one of which is shown above) after commencement.

The disease is transmitted by beetles, which chew on bark and pass along a fungus that clogs up water vessels, strangling trees.

The university has been working to preserve the remaining trees in the Yard by injecting chemicals, pruning dying limbs, and performing frequent inspections.

Robert Lyng, Harvard's associate director of facilities maintenance, predicts that all the elms in the Yard will need to be replaced within 25 years. ■

Liberty U. shuts down to tackle its debt

LYNCHBURG, VA.—As part of a plan to bail itself out of financial problems, Liberty University has shut down for two weeks and will not pay faculty and staff members during the period.

The university and three ministries also operated by the Rev. Jerry Falwell must raise a total of $4-million by September 30 to keep up their end of a debt-restructuring deal made with creditors. The employee furloughs are expected to allow the institutions to put $1-million toward the debt.

Mr. Falwell plans to raise the rest of the money by appealing to contributors.

A spokesman for Mr. Falwell, Mark deMoss, said $3-million in gifts "is not an unrealistic goal even in present times."

The institutions' approximately 1,800 employees will receive health and other benefits during the shutdown, but only faculty members will eventually be repaid for the two weeks. ■

2 professors are fired over a grading scheme

MOUNT PLEASANT, MICH. — Central Michigan University fired two professors last month after a 10-month investigation found that they had awarded credits and grades to students who had not earned them.

Local newspapers have named the professors, but, citing reasons of confidentiality, the university has refused to confirm their identities. The professors named in the newspapers could not be reached for comment.

The university opened an investigation when a routine review of academic records showed that some students had received an unusually high number of credits.

Following the probe, credits and grades were removed from the records of 25 students.

A spokeswoman for Central Michigan said the incidents were apparently unrelated to athletics or bribery. ■

University soaked by water-meter reading

MARQUETTE, MICH.—Northern Michigan University is facing a $255,263 water bill because city employees misread a meter for more than four years.

Marquette undercharged the university from February 1988 to April 1992. The city has estimated the amount of water actually used and is negotiating payment. "If we had to pay a lump sum, it would certainly complicate our finances," said Michael H. Clark, a university spokesman. ■

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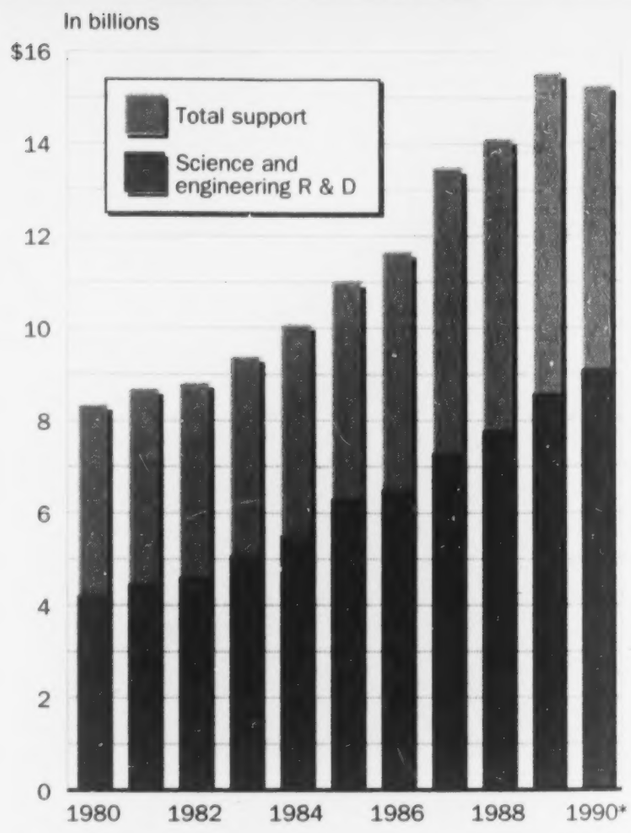
Federal Support for Colleges and Universities, Fiscal Year 1990

Support by Agency

Agency	Total Amount	Total Proportion	Science and engineering research and development Amount	Science and engineering research and development Proportion
Department of Agriculture	$769,763,000	5.1%	$349,121,000	3.9%
Department of Commerce	115,648,000	0.8	97,251,000	1.1
Department of Defense	1,342,190,000	8.8	1,196,878,000	13.3
Department of Education	4,656,709,000	30.6	71,301,000	0.8
Department of Energy	572,562,000	3.8	512,376,000	5.7
Environmental Protection Agency	93,622,000	0.6	87,104,000	1.0
Department of Health and Human Services	5,506,001,000	36.2	4,774,514,000	52.9
Department of Housing and Urban Development	115,000	—	100,000	—
Department of the Interior	74,578,000	0.5	57,755,000	0.6
Agency for International Development	47,389,000	0.3	47,389,000	0.5
Department of Labor	11,293,000	—	8,638,000	0.1
National Aeronautics and Space Administration	511,250,000	3.4	470,746,000	5.2
National Science Foundation	1,445,079,000	9.5	1,304,613,000	14.4
Nuclear Regulatory Commission	4,626,000	—	4,626,000	—
Department of Transportation	53,738,000	0.4	48,635,000	0.5
Total	**$15,204,563,000**	**100.0%**	**$9,031,047,000**	**100.0%**

Trends in Support



* The decrease from 1989 to 1990 is largely due to a drop in support for Education Department student-aid programs. The programs are funded on a multi-year basis and support can fluctuate significantly from year to year.

Support by State

	(In thousands)
California	$1,728,020
New York	1,277,984
Massachusetts	827,049
Maryland	805,554
Pennsylvania	790,569
Texas	781,136
Illinois	586,019
Ohio	490,328
North Carolina	465,915
Michigan	464,864
Washington	376,900
Florida	348,458
Wisconsin	332,004
District of Columbia	326,093
Virginia	297,855
Georgia	294,322
Missouri	288,256
Alabama	277,316
Tennessee	276,456
Indiana	271,864
Minnesota	264,550
Colorado	257,136
Connecticut	244,813
New Jersey	230,188
Louisiana	222,509
Utah	203,344
Iowa	199,314
Oregon	180,424
Arizona	175,490
Kentucky	144,600
Mississippi	144,588
Oklahoma	132,585
South Carolina	120,735
New Mexico	112,413
Kansas	104,321
Arkansas	100,948
Rhode Island	81,925
Nebraska	78,377
North Dakota	75,436
West Virginia	71,867
Hawaii	71,225
New Hampshire	70,324
Vermont	52,601
Montana	44,755
South Dakota	43,681
Maine	43,585
Idaho	41,739
Nevada	35,768
Alaska	33,247
Delaware	31,393
Wyoming	19,944
Territories	263,776

The Top 100 Institutions in Federal Support

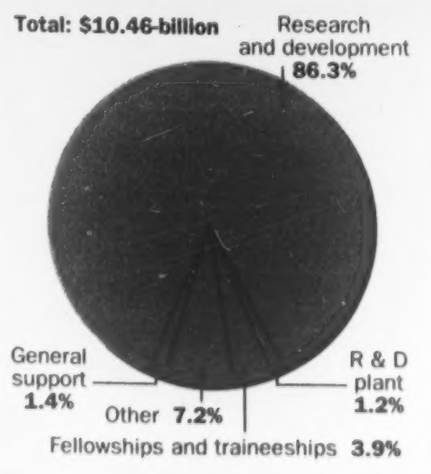
	Research & development * Amount	Rank	Total federal support Amount	Rank
Johns Hopkins U	$470,935,000	1	$616,048,000	1
Stanford U	247,992,000	2	280,484,000	2
U of Washington	217,291,000	4	263,025,000	3
Massachusetts Inst of Technology	218,318,000	3	247,655,000	4
U of Michigan	176,620,000	6	210,453,000	5
U of California, Los Angeles	176,735,000	5	205,843,000	6
Cornell U	144,749,000	12	196,461,000	7
Howard U †	15,541,000	122	186,575,000	8
U of California, San Francisco	167,270,000	7	186,228,000	9
Pennsylvania State U	136,754,000	16	184,948,000	10
U of California, San Diego	165,224,000	8	184,033,000	11
U of Wisconsin, Madison	155,175,000	9	183,443,000	12
U of Minnesota	137,495,000	15	181,694,000	13
Columbia U, Main Division	153,171,000	10	181,551,000	14
Harvard U	148,055,000	11	175,329,000	15
U of Pennsylvania	142,509,000	13	169,525,000	16
Yale U	142,483,000	14	164,044,000	17
U of California, Berkeley	123,983,000	17	156,170,000	18
U of Pittsburgh	114,262,000	22	146,345,000	19
U of Southern California	122,734,000	18	144,078,000	20
U of Colorado	116,449,000	20	142,413,000	21
Washington U	117,907,000	19	134,042,000	22
Duke U	116,109,000	21	131,020,000	23
U of North Carolina, Chapel Hill	100,183,000	25	123,985,000	24
U of Chicago	104,074,000	23	121,378,000	25
U of Illinois, Urbana-Champaign	99,742,000	26	121,180,000	26
U of Rochester	102,453,000	24	115,415,000	27
U of Arizona	92,824,000	28	115,217,000	28
U of Texas, Austin	93,401,000	27	109,480,000	29
Ohio State U	80,401,000	29	109,258,000	30
Indiana U	61,435,000	44	100,284,000	31
U of Iowa	76,762,000	30	93,991,000	32
New York U	75,749,000	31	92,792,000	33
Michigan State U	56,619,000	48	90,711,000	34
Purdue U	63,167,000	43	90,518,000	35
Louisiana State U	40,886,000	71	89,406,000	36
U of Alabama, Birmingham	74,529,000	32	88,925,000	37
U of Massachusetts	66,811,000	39	87,501,000	38
U of California, Davis	68,952,000	37	84,983,000	39
U of Florida	56,063,000	49	84,222,000	40
U of Maryland, College Park	64,723,000	41	83,268,000	41
Case Western Reserve U	71,263,000	34	82,839,000	42
Vanderbilt U	70,585,000	35	82,613,000	43
Texas A&M U	47,221,000	58	81,898,000	44
U of Utah	65,250,000	40	81,793,000	45
U of Miami	63,707,000	42	79,896,000	46
Baylor College of Medicine	72,260,000	33	78,235,000	47
California Inst of Technology	69,228,000	36	77,647,000	48
Northwestern U	61,100,000	45	76,004,000	49
Boston U	59,380,000	47	75,650,000	50
Yeshiva U	67,045,000	38	75,080,000	51
U of Tennessee	44,759,000	61	73,038,000	52
U of Virginia	60,796,000	46	72,701,000	53
Utah State U	52,713,000	52	70,451,000	54
U of Kentucky	29,375,000	87	70,400,000	55
Rutgers U	44,642,000	62	68,568,000	56
U of Cincinnati	$38,674,000	76	$67,212,000	57
U of California, Irvine	53,429,000	51	64,278,000	58
North Carolina State U	43,466,000	66	63,280,000	59
New Mexico State U	45,177,000	60	61,934,000	60
U of Illinois, Chicago	42,293,000	68	60,405,000	61
U of Puerto Rico, Regional Colleges Administration	373,000	387	59,640,000	62
U of Georgia	39,767,000	74	59,219,000	63
Emory U	49,581,000	57	59,191,000	64
Oregon State U	44,542,000	63	59,048,000	65
Princeton U	50,474,000	55	58,764,000	66
Iowa State U	28,915,000	89	58,104,000	67
Georgia Inst of Technology	54,271,000	50	57,961,000	68
Carnegie Mellon U	50,025,000	56	56,900,000	69
U of Texas Southwestern Medical Center, Dallas	50,504,000	54	56,419,000	70
Colorado State U	40,820,000	72	54,633,000	71
U of Hawaii, Manoa	40,049,000	73	54,567,000	72
U of Connecticut	43,589,000	65	54,319,000	73
Woods Hole Oceanographic Institution	50,751,000	53	53,690,000	74
State U of New York, Stony Brook	45,868,000	59	53,323,000	75
Virginia Commonwealth U	42,678,000	67	52,409,000	76
U of California, Santa Barbara	41,661,000	69	52,020,000	77
City U of New York, Mount Sinai School of Medicine	43,954,000	64	51,910,000	78
Virginia Polytechnic Inst & State U	32,239,000	82	51,111,000	79
Gallaudet U †	3,812,000	204	49,819,000	80
U of Maryland, Baltimore	41,100,000	70	47,448,000	81
Oregon Health Sciences U	25,344,000	95	45,997,000	82
U of Missouri, Columbia	25,258,000	96	45,855,000	83
U of Medicine and Dentistry of New Jersey	38,066,000	77	45,383,000	84
State U of New York, Buffalo	36,291,000	78	44,424,000	85
Tufts U	39,142,000	75	43,658,000	86
Georgetown U	28,740,000	90	43,508,000	87
Rochester Inst of Technology	1,806,000	253	43,032,000	88
Brown U	33,342,000	80	42,228,000	89
Inter American U of Puerto Rico, San German	0	—	41,380,000	90
U of Kansas	27,212,000	93	41,198,000	91
Temple U	26,098,000	94	40,797,000	92
U of Texas Health Sciences Center, San Antonio	33,306,000	81	40,094,000	93
Rockefeller U	35,423,000	79	37,279,000	94
U of Vermont	31,402,000	84	36,999,000	95
Florida State U	27,531,000	92	36,767,000	96
Washington State U	20,550,000	102	36,685,000	97
Oklahoma State U	15,052,000	125	36,346,000	98
Puerto Rico Junior College	0	—	36,302,000	99
Dartmouth College	31,409,000	83	36,294,000	100
Total, 100 institutions	**$7,479,843,000**		**$9,812,564,000**	
Total, all institutions	**$9,031,047,000**		**$15,204,563,000**	

* The figures cover only science and engineering, and exclude research-and-development support for such areas as the arts and humanities.
† Howard U. and Gallaudet U. receive substantial appropriations from Congress each year for general operating expenses.

Note: The amounts shown are federal obligations, which are funds for contracts, services, and similar transactions in a given period, regardless of when the funds were appropriated and when future payment of money is required. The figures represent all categories of direct federal support to colleges and universities. They exclude federal support to students in the form of guaranteed student loans, but include such grant programs as Pell Grants and Supplemental Educational Opportunity Grants. The figures exclude funds obligated to federally funded research-and-development centers administered by higher-education institutions.

SOURCE: National Science Foundation

Support for Academic Science and Engineering



CHRONICLE CHART BY JOJO GRAGASIN

Students

Note Book

Frederik, the prince of Denmark, has changed his plans to live in a university-owned, rent-controlled house when he comes to Harvard University in the fall.

The news of royalty living in a one-family, rent-controlled house had reignited the long-standing rent-control issue in Cambridge. Critics who believe rent-controlled apartments were designed to help low-income families were vocal about the news that a prince would live in the house. The rent charged for the three-bedroom house in question, however, was far from low income: $1,900 per month.

Frederik cannot live in a dormitory, officials say, because the rooms are too small to accommodate his bodyguards. Instead he will live in what the university calls "affiliate housing," which is generally reserved for graduate students.

Hathaway Green, director of community affairs at Harvard, said she was happy about Frederik's decision, because the publicity about his former arrangements might have distracted him from his studies.

■

Officials at the University of Maryland are trying to determine why eight students at its College Park campus committed suicide in the 1991-92 academic year.

That rate was three to six times the national average for college campuses, which the American College Health Association says is four to eight for every 100,000 students.

None of Maryland's 35,000 students committed suicide in the previous academic year.

"The mental-health staff noted students seemed to be under more pressure than in previous years," Don Moss, the director of Mental Health Services at the campus told the Associated Press. After that comment was published, his office was told to refer subsequent calls to an official campus spokesman.

Drury Bagwell, assistant vice-president for student affairs at Maryland, said: "They were just tragic coincidences. However, we will continue to look at our campus programs to do anything to prevent suicides."

Dr. Moss offered one possible explanation for the suicides. He told the AP: "Perhaps the pressure came to a head this spring."

The university has been under increasing budgetary constraints. Many students were shut out of courses they needed because the number of classes had been reduced. In addition, some departments were eliminated because of budget cuts by the state.

One of the students shot himself on graduation day. Another died in April after taking an overdose of over-the-counter drugs. Campus officials said it is difficult to pinpoint the cause of the suicides because they all appear unrelated.

Mr. Bagwell said: "They didn't happen all at one time. There was apparently no relation."

BRYCE LANKARD FOR THE CHRONICLE

William E. Davis, chancellor of Louisiana State U.: "Our goal is for all of our mandatory freshman classes to be taught by full-time faculty."

FRED MERTZ FOR THE CHRONICLE

Arlene Okerlund, academic vice-president at San Jose State U.: "We're resigned to the fact that it's not a four-year degree."

Fewer Students Get Bachelor's Degrees in 4 Years, Study Finds

53% of freshmen graduate within 6 years

By Mary Crystal Cage

FEWER AND FEWER STUDENTS are completing bachelor's degrees in four years.

Only 53 per cent of the full-time freshmen at 297 institutions graduated within six years, according to a survey by the National Collegiate Athletic Association. While the NCAA has not released campus-by-campus breakdowns, 256 of the 297 institutions provided *The Chronicle* with the data they gave to the association. At 118 of those 256 institutions, fewer than half of the students graduated from the institutions they had entered in 1984 as full-time freshmen.

The data included rates at research institutions, such as the Universities of Arizona (with a 45-per-cent graduation rate) and Minnesota at Twin Cities (34 per cent). The data also included rates at regional institutions such as Arkansas State University (with a graduation rate of 31 per cent) and Eastern Michigan University (34 per cent).

Higher-education officials at some institutions, including the California State Universities and the University of New Mexico, say it may take 10 years or more for half of their students to complete baccalaureate programs.

Although some college officials say the NCAA survey is not significant, others say it may fuel the growing demands that colleges and universities be more accountable to the legislators and taxpayers who finance their programs.

Meanwhile, students—particularly middle-class students who rely on loans—are becoming increasingly frustrated because every additional year they spend in college increases the amount of debt they incur. Says Jeff Chang, legislative director for the California State Student Association: "You've really got a situation where a student is battling uphill to graduate. It's easier to turn around and leave the system than it is to stick it out and try to graduate."

The survey included statistics on 534,981 students who enrolled as full-time, first-time freshmen in fall 1984 at the athletic association's Division I institutions. By fall 1990, 53 per cent of them had graduated from the institutions they had entered as freshmen. By race, the graduation rates were:

- 29 per cent for American Indians.
- 62 per cent for Asians.
- 31 per cent for blacks.
- 40 per cent for Hispanics.
- 56 per cent for whites.

Richard C. Richardson, professor of educational leadership and policy studies at Arizona State University, says that around half of the students who enter college graduate. That number has not changed in this century, he says. What has changed is the length of time it takes to graduate.

Says Eric L. Dey, associate director of the Higher Education Research Institute at the University of California at Los Angeles: "Part of the reason people might find that graduation rate particularly low is that they're thinking back to the 1960's, when most of the people graduated within four years."

Changes in Aid Policies a Major Cause

Major reasons for the increasing amount of time between college entrance and graduation are changes in financial-aid policies and a shift from grants to student loans, he says. More students than ever work—and, as a result, students typically now carry about 13 units a semester, which makes it impossible to complete a bachelor's degree in four years.

Reginald Wilson, senior scholar at the American Council on Education, has a different view. "The fact that we get only about half of our students through a baccalaureate degree in six years is a condemnation of higher education. If we were running an automobile plant, we would be out of business."

Mr. Wilson says he tries to emphasize that point when he addresses higher-education groups across the country. Questions have been raised about the productivity of institutions and faculty members. Now questions are being raised about graduation rates. "There's a substantial amount of truth in the concern," Mr. Wilson says.

Sen. Bill Bradley of New Jersey, for example, commends the

Continued on Following Page

Fewer Students Earn Degrees in 4 Years, Study Finds

Continued From Preceding Page

NCAA for making its findings public. But he notes that the survey results indicate areas "where we need to make more effort." He specifically calls for more research on why black students are not finishing college.

One reason for the low graduation rates of minority students, Mr. Wilson says, is that "a number of institutions are recruiting students who are at risk, in order to diversify their student bodies."

"And that's commendable," he adds. "But without support services and tutorial programs, those students are doomed to failure."

'Pre-Entry Phonathon'

Some institutions, such as the University of Maryland at College Park, are looking for ways to bolster the performance of minority students. The graduation rate for black students at College Park was 37 per cent in comparison with the 57-per-cent average for the institution. One of the projects is a "pre-entry phonathon." Student volunteers call minority freshmen before the semester begins to talk to them about their class schedules and student activities.

Says Mary E. Cothran, director of the university's Office of Minority Student Education: "We don't tell them to drop Math 110. But we do talk to them about the differences between carrying 18 units in high school and carrying 18 units in college." They might suggest, however, that a student take a mathematics course before taking one of the more difficult chemistry courses.

Academic support is just one factor in the success of students, college officials say. Oscar F. Porter, associate vice-president for academic affairs at the University of Redlands, says the shift from grants to student loans and the criticism of minority scholarships send "a message: 'You aren't wanted; you aren't valued.' "

Furthermore, state budget cuts are making it more difficult for students—whites as well as members of minority groups—to graduate in just four years.

Courses Eliminated

Institutions in California were hit particularly hard when state lawmakers required them to cut spending to reduce last year's record-breaking $14-billion deficit. Consequently, the system eliminated literally hundreds of courses and raised tuition 20 per cent.

More courses will be eliminated this fall because of additional cuts needed to reduce this year's $10.8-billion deficit. Says Arlene Okerlund, academic vice-president at San Jose State University: "We're resigned to the fact that it's not a four-year degree."

About 38 per cent of San Jose State's full-time 1984 freshmen graduated within six years. But Ms. Okerlund says that if the timetable were lengthened to 10 years, the graduation rate would be comparable to the rates at other regional institutions. Ninety per cent of the CSU students work, she says; 73 per cent of them work more than 20 hours a week.

Students, she says, put their work schedules first. "Part of it has to do with the economic level of the CSU student," she says. "They are from the great middle class, and they don't have someone to pay their bills."

Ms. Okerlund insists that neither CSU nor its students should be faulted for the length of time it takes most students to graduate. "I really want us to start thinking of education in this nation as a lifelong process," she says. "It is not a four-year sprint. Ten years to a baccalaureate degree is not always a negative."

More Pressure on Students

Mr. Chang, the legislative director for the California State Student Association, says students in the 20-campus university system are under pressure as never before. Tuition increased from $780 in the fall of 1990 to $1,308 in the fall of 1992.

"More students are forced to take out more loans, and there's pressure to get out of the system faster," Mr. Chang says. "But then there's the pressure to try to get the classes. Students are wondering how they are going to get required units. Most of the classes that have been eliminated on many of campuses are required classes."

Marcia Cohen, a student at the University of Maryland at College Park, has a similar complaint. Ms. Cohen, a fifth-year senior,

At U. of Massachusetts at Amherst, Students Graduate at a Rate Above the National Average

By CHRISTOPHER SHEA

Although the University of Massachusetts at Amherst has established a number of academic-support programs for students, Julie Shatzer, a senior, says self-motivation is a key factor in determining whether people succeed at the research institution. "For people who tend to sit back and wait for direction, it can be a difficult place," she says.

Ms. Shatzer, who is majoring in psychology, enrolled as a freshman in 1989 and expects to complete her degree and earn a teaching certificate in about a year and a half. "My friends are all graduating within a year of when they are supposed to," she says.

According to a survey by the National Collegiate Athletic Association, 63 per cent of the full-time, first-time freshman at the University of Massachusetts at Amherst who enrolled in fall 1984 had graduated by fall 1990. That figure is above the average of 53 per cent for 297 institutions in the NCAA's Division I and above the rates of several other research universities, including the University of Nevada at Las Vegas (with a graduation rate of 29 per cent) and the University of Texas at Austin (58 per cent).

Black, Hispanic, and white students at Massachusetts all had graduation rates above the NCAA averages for their groups. Among ethnic groups, only the rate for Asian students lagged behind the NCAA average. Asians at Massachusetts graduated at a rate of 51 per cent in six years, compared with the NCAA average of 62 per cent. Asian, black, and Hispanic students at Massachusetts all graduated at rates significantly lower than that for white students.

'It Is Unacceptable'

Of the disparity between minority graduation rates and the white rate, the interim vice-chancellor for student affairs, Jo-Anne T. Vanin says: "In a word, it is unacceptable."

Chancellor Richard D. O'Brien says the university takes "more risks" in admitting minority students. "That risky attitude is right and proper," he says, "but it means we are off the mark in retention."

ERIC POGGENPOHL FOR THE CHRONICLE

Jo-Anne T. Vanin, interim vice-chancellor for student affairs, says of the disparity between minority graduation rates and the white rate: "In a word, it is unacceptable."

Shirley S. Tang, an adviser at the United Asia Learning Resource Center, which was established on the campus in 1990, speculates that the lack of a center for Asian students before that time may have hurt their graduation rates. "We think the students affiliated with our center will do much better than 51 per cent," she says.

University administrators and advisers say that relatively few students who select a major leave the university. "Eighty per cent of the class of 1991 history majors have graduated," says Jack Tager, director of undergraduate studies for that department.

Students with declared majors get special attention. Engineering students in danger of probation, for example, are required to meet monthly with the associate dean of the engineering school, who helps them set grade point average goals and keeps track of their progress.

The "undecided" students are concentrated in the College of Arts and Sciences. "Students in the college can feel mildly frustrated fulfilling academic requirements when they don't know what they want to do," says James W. Shaw, an associate dean of the college who directs the advising program there.

Mr. Shaw says he is surprised that as high a proportion as 63 per cent graduate from Massachusetts in six years. He says: "It seems to me that more and more students are stringing out their careers."

One reason why graduation rates at Massachusetts are higher than the NCAA average may be the income level of students' families. "We tend to be what I would call a middle-class institution," says Burt F. Batty, director of financial-aid services.

Another may be the availability of housing—virtually all freshmen and sophomores live on the campus—and the sense of community it engenders. Norman D. Aitken, associate vice-chancellor of academic affairs, says: "Our students are not torn by having to spend time with friends from high school who may not have gone to college"

The university also has several programs designed to foster community. Freshmen can elect to take some of their courses in their residence halls, and those who come to the university with defined academic interests can choose to live together. There is an advising center for honors students, and a program for students with learning disabilities.

Increasing Drop-Out Rate

There are signs, however, that the university's graduation rate may soon dip. Seventeen per cent of the freshman class of 1990-91 dropped out following the first year, whereas only 12 per cent of the 1984-85 entering class—the one tracked by the NCAA—dropped out after the first year.

The withdrawals may be linked to tuition increases. The state appropriation for the University of Massachusetts at Amherst dropped from $131.7-million in 1985 to $112.2-million in 1992. In the same period, tuition and fees rose from $1,657 to $4,863.

In a university survey of freshmen from the fall 1990 class who did not return for the spring semester, money was repeatedly cited as a reason for withdrawing. "As is the case almost everywhere, the notion of truly cheap tuition has sort of evaporated," Mr. O'Brien says. ■

Graduation Rates at the University of Massachusetts at Amherst

	American Indian	Asian	Black	Hispanic	White	Other	Total
Number of freshmen	4	73	154	95	2,760	965	4,051
Number graduated	4	37	57	46	1,811	610	2,565
Proportion graduated	100%	51%	37%	48%	66%	63%	63%
NCAA average	29%	62%	31%	40%	56%	n/a	53%

Note: The figures show the proportion of full-time freshmen in fall 1984 who earned bachelor's degrees by fall 1990.

SOURCES: Chronicle reporting; NCAA

CHRONICLE CHART BY JASMINE STEWART

switched to a speech-communication major after her original choice—radio, television and film—was eliminated. "College is so expensive," she says. "This is another year that I am laying out money for tuition when I could have been out and working. Budget cuts have just made everybody so frustrated."

More Flexibility Sought

In Colorado, State Sen. Al Meiklejohn says college officials have to do a better job of insuring that part-time students can complete their degrees, by making sure that required courses are offered at a variety of times. The officials must also improve the counseling provided to all students, he says.

"I'm absolutely convinced that education in this nation needs more money," he says. "We've got to put more resources into higher education. But at the same time, we've got management problems. Here in Colorado, the University of Denver and Regis University both get their students out in four years. Why can't the public universities do the same thing?"

Certainly, says Richard F. Rosser, president of the National Association of Independent Colleges and Universities, the selectivity of some private institutions is one factor. However, he says, it is not the only one. "You have a commitment to undergraduate teaching at private colleges that is dedicated to getting students through the program in four years," Mr. Rosser says. "It's just the ethos of these institutions."

At Regis University, for instance, freshmen are assigned to seminars that are taught by their faculty advisers. The seminars are academic programs rather than college-orientation programs.

Consequently, says the Rev. Michael J. Sheeran, vice-president for academic affairs, "the freshmen spend three hours a week with an adviser in a learning environment."

At the end of the semester, when it is time to plan the students' new course schedules, "that faculty adviser really knows what that student's strengths and weaknesses are," Father Sheeran says.

Mr. Meiklejohn acknowledges that it isn't possible for all students to complete a four-year degree in four years. But, he maintains, "the biggest single problem in higher education is the inability of a majority of students to complete their post-secondary education efficiently," and adds: "Middle-class Colorado families who are struggling to put a youngster through college cannot handle this."

Legislation in Colorado

Mr. Meiklejohn and his colleagues were alarmed in November when they read a report by the Colorado Commission on Higher Education that only 19 per cent of the state's college students graduated within four years. This year, in an updated report, the commission reported that graduation rates had risen to 44 per cent after five years.

Even so, Mr. Meiklejohn says that a bill he sponsored to require the commission to take a number of steps to improve graduation rates "just blew through the Colorado

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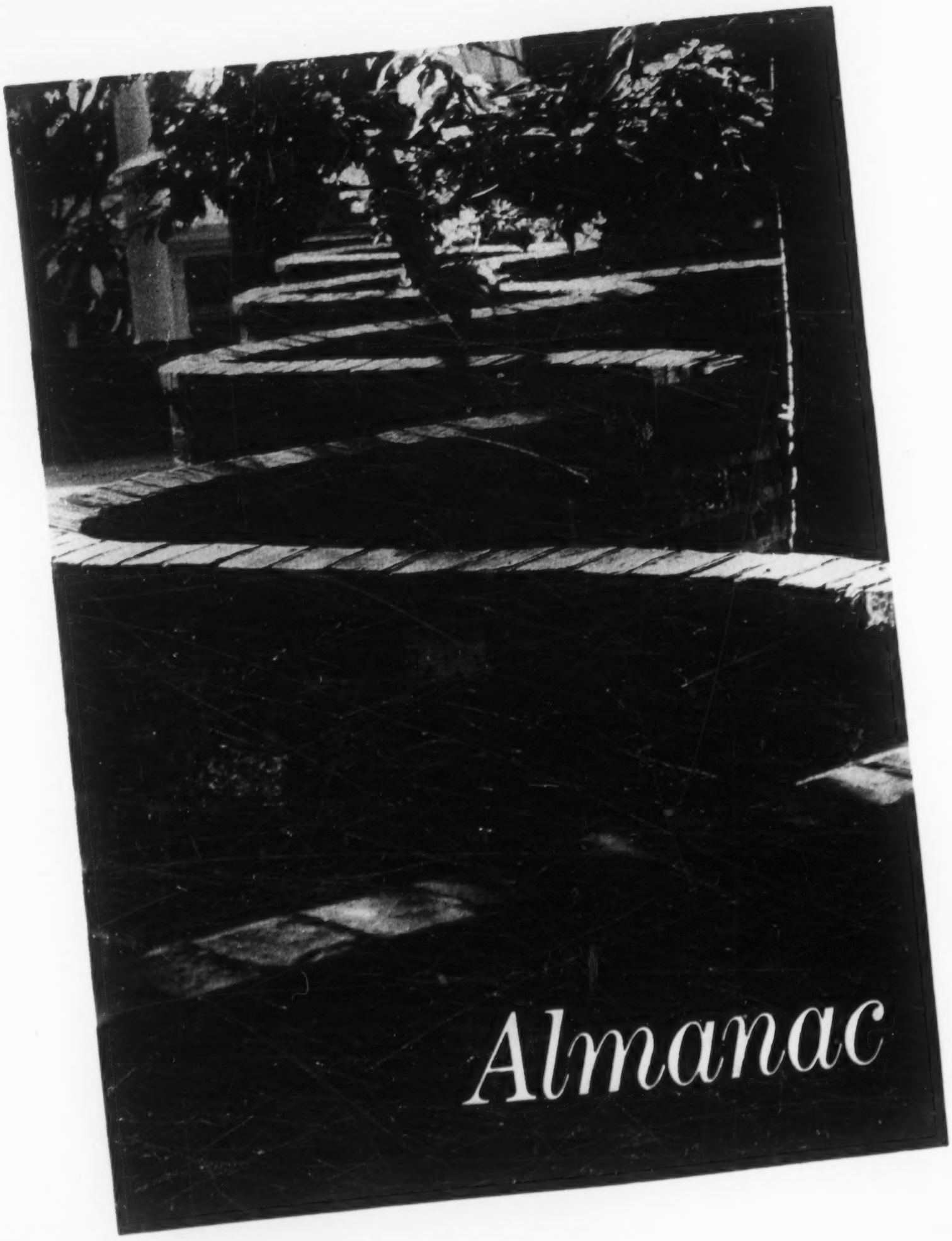

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U. of New Mexico Develops New Programs to Improve Its Retention Rate

By CHRISTOPHER SHEA

Ask an administrator at the University of New Mexico about the institution's low graduation rates as measured by an NCAA survey, and you will probably get a two-pronged answer:

The rates must be viewed in their proper context, and they are getting better.

At first glance, they appear disheartening. Only 27 per cent of the first-time, full-time freshmen who enrolled in fall 1984 graduated within six years, compared with an average of 53 per cent at the 297 institutions in Division I of the National Collegiate Athletic Association.

The graduation rate for white students at the university was 30 per cent, 26 percentage points below the NCAA average for whites.

Graduation rates for minority students at the University of New Mexico also were well below the NCAA averages. Only 12 per cent of the black freshmen graduated within six years at the university, compared with the NCAA average of 31 per cent for black students. The institution graduated just 8 per cent of the 109 American Indians who enrolled as freshmen in 1984. The NCAA average was 29 per cent.

Although the university is known for its research in such diverse fields as cultural anthropology and high-energy physics, its officials shy away from comparisons with the most prestigious public institutions.

"We are a hybrid of a research institution and an urban college," says President Richard E. Peck. "The strain sometimes results in something like schizophrenia."

Most Are Commuters

University officials point out that 90 per cent of their students are commuters, that their students tend to be poor, and that members of minority groups make up a large proportion of each class. Forty-two per cent of the New Mexico freshmen in the NCAA survey were minority students.

Until 1987 there was no community college in Albuquerque. To compensate, the university was open to anyone with a high-school diploma and a grade point average of 2.0. "You have to respond to the Legislature and the needs of the community," says Fred M. Chreist, Jr., director of enrollment services. "That's how we did it."

Beginning in 1983 the university has slowly phased in new GPA and course requirements. The average high-school GPA of the freshmen in the NCAA survey was 2.9. For 1991's freshman class, 70 per cent of which met the new course requirements, the average was 3.2.

Graduation rates also seem to be improving. About 21 per cent of the 1986 freshman class graduated in five years or less, whereas only 17 per cent of the 1984 freshman class did so. Still, administrators caution against expecting too much. Seventy per cent of the students at the university work at least part time, and many take semesters off.

Richard H. Cady, director of planning and policy studies, suggests that freshmen should therefore be given 15 to 20 years to earn their diplomas.

Arturo Sierra, director of New Mexico's College Enrichment Program, says that as recently as five years ago the institution did not pay much attention to retention. But the advising system has been strengthened, he says, and new programs have been developed, such as faculty-student "mentorships," to improve retention.

Thara Kanapilly, a senior majoring in Spanish, enrolled at New Mexico in 1988 but still has "a year and a half or so" to go until she gets her degree. She says: "I wasted a lot of time taking courses not related to my major. I was like a lot of minority students: I didn't understand how a university works."

Now she works as a counselor at a student-run advising center for minority students to help them avoid the same pitfalls.

Lucille Stilwell, the director of American Indian Support Services, says that sometimes the kind of coursework detours that Ms. Kanapilly describes are inevitable. "When they have to take the basic courses, like Math 100 or English 100, that can set them back a semester or a year in getting their degree," she says.

For better or worse, the university sees its graduation rates as an obstacle to be overcome, not a fault of its own making. "We should not be compared to the standard set by a liberal-arts college in the 1940's," Mr. Peck says. "Given the economic and family situations of our students, I don't think we will ever get up to 50 per cent." ■

Graduation Rates at the University of New Mexico

	American Indian	Asian	Black	Hispanic	White	Other	Total
Number of freshmen	109	50	81	697	1,254	19	2,210
Number graduated	9	16	10	180	381	5	601
Proportion graduated	8%	32%	12%	26%	30%	26%	27%
NCAA average	29%	62%	31%	40%	56%	n/a	53%

Note: The figures show the proportion of full-time freshmen in fall 1984 who earned bachelor's degrees by fall 1990.

SOURCES: Chronicle reporting; NCAA

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Fewer Students Earn Their Bachelor's Degrees in 4 Years, Study Finds

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legislature" this spring. The law requires the commission to adopt policies and incentives to insure that Colorado college students can transfer more efficiently between institutions or between degree programs. It also calls for institutions to improve their scheduling of courses and student advising.

Only about a third of the freshmen at the University of Colorado at Boulder earn a bachelor's degree in four years. The proportion rises to 61 per cent in six years. James N. Corbridge, Jr., the chancellor of the University of Colorado at Boulder, explains: "Some people take a year off because they run out of money and they need to replenish the treasury. Some people take a year abroad. For some people, there isn't much incentive to get out and get in the job market."

He adds that another reason may be that "shifts in student demand for specific programs occur faster than the university, with its slow-moving personnel process, can respond to."

Mr. Meiklejohn says: "An undiscriminating look at graduation rates is unfair. But what it should do is point out major areas that we should improve."

Changes in Louisiana

Some states are already at work on changes. In Louisiana, for example, low graduation rates finally prompted officials to modify the populist state's open-admission policy. About half of Louisiana's public-college students are in remedial programs. Only 33 per cent of the freshmen who enrolled at Louisiana State University in the fall of 1984 earned a degree within six years.

In 1988, LSU replaced its open-admissions policy with a list of required high-school courses and a formula that combines minimum grade-point averages and national scholastic-aptitude-test scores. A student with a high-school GPA of 2.3, for example, must score at least 880 on the SAT.

The size of LSU's freshman class dropped to 3,654 in 1988, from 4,541 in 1987. The following year, its retention rate for sophomores improved. While in 1988, only 67 per cent of the freshmen had returned for their sophomore year, in 1989 the return rate was 73 per cent. By 1990, it had climbed to 79 per cent.

Retention rates for sophomores and seniors have also improved. And last fall, total enrollment at LSU rose 3 per cent, to 26,000—the first increase since 1982.

William E. Davis, chancellor of Louisiana State, says: "We've done a number of things to upgrade the teaching in the freshman year. Our goal is for all of our mandatory freshman classes to be taught by full-time faculty. We've about accomplished that in English, and we're about halfway there in math and sciences."

Sammie W. Cosper, Louisiana's commissioner of higher education, says the University of New Orleans, which had a graduation rate of 19 per cent in the NCAA survey, and Louisiana Tech University, with a graduation rate of 40 per cent, are increasing their admission requirements as well.

Officials at the University of Iowa are planning to hire a researcher to work with the undergraduate academic-advising center and other offices to develop a strategy for improving retention and graduation rates for minority students.

Although the overall graduation rate for the University of Iowa was 63 per cent within six years in the NCAA study, the graduation rate for black students was only 29 per cent.

Phillip E. Jones, associate vice-president for academic affairs and dean of students at Iowa, says: "The enrollment of minority students in universities cannot be increased through recruitment alone. We have got to find a way to increase their persistence.

"We need to do a more systematic job of analyzing their academic progress," Mr. Jones continues. "It's time to stop talking about how many are enrolled and to start talking about who graduates, and who graduates with what degree or major." ■

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FACT FILE: Graduation Rates of Fall 1984 Freshmen at Colleges in NCAA's Division I

	American Indian		Asian		Black		Hispanic		White		Total	
	Total	Pct. grads.	Total	Pct. grads.	Total	Pct. grads.	Total	Pct. grads.	Total	Pct. grads.	Total	Pct. grads.
Alabama State U †												
Alcorn State U †												
American U												
Men	1	0	3	67%	13	85%	15	20%	336	69%	396	66%
Women	1	100	14	86	26	73	12	75	451	69	526	69
Appalachian State U												
Men	6	0	1	100	58	38	7	43	872	49	947	48
Women	1	100	4	50	51	45	3	33	833	59	894	58
Arizona State U												
Men	38	5	56	43	49	27	107	28	1,693	43	2,026	42
Women	45	20	53	66	37	30	102	40	1,700	47	1,976	47
Arkansas State U												
Men	2	0	15	53	46	11	2	0	332	24	424	25
Women	1	0	8	63	75	16	0	0	300	39	400	36
Auburn U												
Men	4	25	4	50	90	38	6	33	1,576	63	1,686	62
Women	0	0	5	60	62	48	2	100	1,276	67	1,347	66
Austin Peay State U												
Men	n/a	n/a	2	100	50	8	1	0	220	25	273	22
Women	n/a	n/a	6	17	66	18	1	0	280	38	352	34
Ball State U												
Men	3	33	8	38	50	40	10	50	1,424	44	1,495	44
Women	5	20	8	50	80	39	11	64	2,030	51	2,137	51
Baylor U												
Men	3	67	19	74	28	36	27	56	907	67	984	66
Women	10	60	19	68	15	67	30	53	1,258	67	1,332	67
Bethune-Cookman C												
Men	n/a	n/a	1	100	247	21	1	100	1	0	261	20
Women	n/a	n/a	n/a	n/a	274	51	1	100	3	100	285	50
Boise State U												
Men	10	0	6	0	11	9	22	14	477	17	642	18
Women	8	0	8	25	2	0	16	0	472	19	628	20
Boston C												
Men	2	100	28	75	27	78	38	74	848	84	950	84
Women	4	75	53	79	19	79	50	88	1,072	87	1,207	86
Boston U †												
Bowling Green State U †												
Bradley U												
Men	1	100	11	64	25	64	6	67	429	64	472	64
Women	n/a	n/a	8	63	45	31	5	80	327	69	385	64
Brigham Young U †												
Brooklyn C of CUNY												
Men	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	971	21
Women	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,059	29
Brown U †												
Bucknell U												
Men	0	0	8	100	9	89	7	71	410	85	434	86
Women	1	0	7	86	11	73	3	100	414	90	436	89
Butler U †												
California State U												
Fresno												
Men	5	40	57	39	22	27	107	20	347	48	568	40
Women	9	33	54	57	25	28	109	40	392	56	625	51
Fullerton												
Men	7	0	165	30	30	7	89	23	564	36	893	32
Women	4	50	163	45	41	27	120	36	663	47	1,036	45
Long Beach												
Men	7	29	200	33	72	4	112	20	496	34	928	30
Women	4	50	262	44	132	15	123	21	703	38	1,268	35
Northridge												
Men	4	0	145	28	87	10	137	15	853	29	1,284	26
Women	5	20	177	34	138	8	150	25	886	38	1,448	33
Sacramento												
Men	4	0	43	40	29	17	48	21	334	45	497	39
Women	8	13	72	51	57	11	67	24	567	39	801	36
Campbell U †												
Canisius C												
Men	0	0	4	25	18	44	9	44	543	55	589	53
Women	1	100	2	50	31	39	0	0	366	63	428	59
Centenary C of Louisiana												
Men	1	0	0	0	4	50	2	0	86	43	94	42
Women	0	0	1	100	5	20	1	100	92	53	99	53
Central Connecticut State U												
Men	0	0	4	0	15	13	9	44	555	36	720	35
Women	3	100	10	20	16	13	17	35	559	51	716	47
Central Michigan U												
Men	4	75	7	43	31	45	10	50	1,108	51	1,164	51
Women	12	42	5	40	46	20	16	63	1,530	55	1,611	54
Charleston Southern U												
Men	n/a	n/a	0	0	54	11	n/a	n/a	164	19	246	16
Women	0	0	4	0	85	12	0	0	174	20	283	17
Chicago State U												
Men	0	0	3	33	161	12	1	0	11	27	191	13
Women	1	0	2	50	402	13	4	0	5	60	426	14
The Citadel												
Men	1	100	4	100	23	65	3	100	489	71	523	72
Women #												
Clemson U												
Men	0	0	2	100	66	41	3	0	1,122	70	1,206	69
Women	0	0	4	100	55	64	2	50	936	74	1,004	73
Cleveland State U												
Men	6	50	1	0	30	3	1	100	561	33	685	31
Women	5	0	n/a	n/a	42	19	3	67	411	45	513	40
Colgate U												
Men	n/a	n/a	18	78	14	71	4	50	364	87	400	86
Women	1	100	8	75	14	86	9	100	277	90	309	90
C of Charleston †												
C of the Holy Cross												
Men	n/a	n/a	0	0	10	70	6	67	318	87	336	87
Women	n/a	n/a	0	0	4	75	5	80	323	87	332	87
C of William and Mary												
Men	1	0	12	83	22	64	5	100	516	84	558	83
Women	n/a	n/a	18	78	47	79	7	86	612	88	685	85

	American Indian		Asian		Black		Hispanic		White		Total	
	Total	Pct. grads.	Total	Pct. grads.	Total	Pct. grads.	Total	Pct. grads.	Total	Pct. grads.	Total	Pct. grads.
Colorado State U												
Men	7	29%	22	55%	22	27%	43	40%	1,125	58%	1,273	56%
Women	6	50	25	44	9	22	37	41	1,239	57	1,372	56
Columbia U												
Men	0	0	71	97	26	92	33	91	513	97	643	96
Women	2	100	40	100	29	100	17	94	254	98	342	98
Coppin State C												
Men	2	0	3	67	100	11	0	0	7	14	128	16
Women	1	0	3	0	231	16	1	0	2	0	245	16
Cornell U												
Men	11	36	142	89	94	73	85	73	1,205	88	1,605	85
Women	5	20	119	89	96	85	62	84	1,018	90	1,316	89
Creighton U												
Men	0	0	14	93	2	0	2	50	403	63	438	64
Women	0	0	10	60	9	33	5	40	364	65	391	65
Dartmouth C												
Men	9	67	17	100	26	81	7	100	546	96	632	94
Women	6	100	14	93	41	93	8	100	354	98	429	97
Davidson C												
Men	n/a	n/a	6	83	12	50	2	100	195	88	215	86
Women	n/a	n/a	n/a	n/a	5	60	n/a	n/a	137	96	142	94
Delaware State C †												
DePaul U												
Men	0	0	11	55	22	14	21	24	297	62	352	57
Women	1	100	22	68	57	42	25	64	246	65	353	62
Drake U												
Men	n/a	n/a	3	33	17	65	3	0	270	56	302	55
Women	n/a	n/a	6	50	18	61	0	0	327	61	351	58
Drexel U												
Men	0	0	91	63	70	36	15	67	1,209	80	1,539	70
Women	2	100	42	69	72	39	7	29	517	69	664	65
Duke U †												
Duquesne U												
Men	4	75	5	60	28	57	3	67	739	70	793	70
Women	1	0	4	100	32	69	7	71	805	68	883	68
East Carolina U												
Men	9	11	10	50	140	30	3	67	1,032	41	1,201	40
Women	9	44	4	75	218	46	5	40	1,208	50	1,450	49
East Tennessee State U												
Men	5	40	3	67	28	18	4	50	640	32	695	32
Women	3	0	10	20	20	30	3	33	944	36	1,001	35
Eastern Illinois U												
Men	0	0	8	25	65	25	8	13	795	49	893	47
Women	0	0	2	0	60	23	3	33	940	61	1,019	59
Eastern Kentucky U												
Men	0	0	1	0	89	14	0	0	833	32	924	30
Women	2	50	3	33	68	31	0	0	858	37	931	37
Eastern Michigan U												
Men	1	0	26	39	72	18	14	21	797	31	946	29
Women	3	33	13	46	144	31	10	20	948	43	1,150	41
Eastern Washington U												
Men	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	505	31
Women	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	601	36
Fairfield U												
Men	0	0	0	0	5	80	5	100	327	80	339	82
Women	0	0	2	100	4	25	2	100	417	80	429	82
Fairleigh Dickinson U *												
Men	1	0	20	30	34	32	25	40	256	48	485	37
Women	0	0	17	53	59	31	33	36	203	56	391	43
Florida A&M U												
Men	n/a	n/a	n/a	n/a	366	31	2	0	15	27	383	31
Women	n/a	n/a	1	0	500	36	2	50	5	0	508	36
Florida International U												
Men	n/a	n/a	7	43	19	37	105	38	105	23	256	32
Women	n/a	n/a	8	50	25	36	164	65	136	42	347	53
Florida State U												
Men	0	0	7	57	74	30	27	52	859	52	983	50
Women	3	33	8	88	166	34	34	50	1,103	55	1,334	52
Fordham U †												
Furman U												
Men	0	0	1	0	7	100	1	0	298	77	307	77
Women	0	0	0	0	3	67	0	0	334	75	337	75
George Mason U												
Men	7	29	50	40	46	30	28	36	552	40	726	39
Women	2	100	66	59	74	37	15	53	569	46	769	47
George Washington U												
Men	n/a	n/a	25	60	16	63	7	71	438	64	587	63
Women	n/a	n/a	29	76	33	52	12	58	499	69	628	69
Georgetown U †												
Georgia Inst of Tech												
Men	1	0	43	65	84	48	30	80	1,171	65	1,329	64
Women	1	0	17	71	40	53	11	91	313	66	382	65
Georgia Southern U												
Men	0	0	8	13	92	25	6	0	730	26	836	25
Women	0	0	4	25	167	28	6	17	828	29	1,005	29
Georgia State U												
Men	1	0	9	33	33	21	2	50	272	27	317	26
Women	1	100	12	75	61	23	9	11	272	29	355	29
Gonzaga U												
Men	n/a	n/a	9	33	1	100	7	57	174	54	197	54
Women	6	67	10	20	2	0	8	88	201	51	235	51
Grambling State U †												
Harvard U †												
Hofstra U †												
Howard U												
Men	2	50	5	60	556	33	2	0	n/a	n/a	620	35
Women	3	0	4	75	797	45	4	25	1	100	882	45
Idaho State U												
Men	21	62	13	23	10	20	15	53	781	51	840	51
Women	26	58	5	40	4	25	14	36	531	44	580	44
Illinois State U												
Men	1	0	37	43	249	22	48	40	3,089	48	1,781	42
Women	2	50	40	53	459	24	45	47	3,833	53	2,329	49

Continued on Following Page

FACT FILE: Graduation Rates of Fall 1984 Freshmen at Colleges in NCAA's Division I CONTINUED

	American Indian		Asian		Black		Hispanic		White		Total	
	Total	Pct. grads.	Total	Pct. grads.	Total	Pct. grads.	Total	Pct. grads.	Total	Pct. grads.	Total	Pct. grads.
Indiana State U												
Men	0	0%	8	50%	143	10%	8	13%	876	35%	1,176	35%
Women	2	0	2	50	162	14	5	20	890	42	1,126	39
Indiana U												
Men	2	0	38	71	146	24	37	32	2,320	58	2,628	56
Women	6	0	33	64	228	16	37	32	3,211	56	3,571	53
Iona C												
Men	1	0	6	50	24	54	28	32	34	71	521	54
Women	1	0	3	33	32	59	29	52	37	78	423	70
Iowa State U												
Men	3	33	30	50	64	17	17	29	2,303	58	2,561	56
Women	0	0	22	68	92	35	18	39	1,548	64	1,735	62
Jackson State U †												
Jacksonville U												
Men	1	0	6	50	21	14	13	46	231	33	292	33
Women	1	0	11	18	30	30	14	21	208	39	271	36
James Madison U												
Men	0	0	5	100	69	61	3	100	630	80	707	78
Women	1	100	10	70	103	67	1	100	803	81	919	79
Kansas State U												
Men	6	17	9	56	36	14	24	38	1,150	48	1,225	47
Women	2	0	8	38	36	17	12	25	1,007	48	1,065	47
Kent State U												
Men	0	0	4	25	113	17	12	42	1,201	39	1,357	37
Women	2	0	13	46	144	22	10	40	1,696	46	1,889	44
Lafayette C												
Men	0	0	4	100	7	71	3	0	288	85	313	84
Women	0	0	5	80	4	50	2	100	232	92	245	91
Lamar U												
Men	3	0	27	37	222	9	25	4	763	18	1,082	18
Women	1	0	17	12	378	9	35	14	813	22	1,255	18
La Salle U												
Men	n/a	n/a	3	100	5	100	3	67	369	63	380	63
Women	n/a	n/a	2	0	11	55	4	75	291	73	308	72
Lehigh U												
Men	0	0	24	100	15	33	5	60	677	86	743	86
Women	0	0	11	64	3	67	6	50	367	89	390	88
Liberty U												
Men	n/a	n/a	1	0	5	20	n/a	n/a	330	34	336	34
Women	n/a	n/a	2	0	13	38	n/a	n/a	358	38	373	38
Long Island U												
Men	n/a	n/a	10	30	41	17	24	25	47	23	122	22
Women	n/a	n/a	7	29	132	32	31	23	49	35	219	31
Louisiana State U and A&M C												
Men	6	0	59	15	226	12	36	33	2,086	34	2,498	31
Women	12	17	23	44	320	17	22	23	2,054	37	2,479	35
Louisiana Tech U												
Men	5	20	3	0	115	23	12	33	689	40	845	37
Women	0	0	1	0	119	27	3	33	549	45	682	42
Loyola C (Md)												
Men	n/a	n/a	8	63	4	50	3	67	300	66	317	66
Women	n/a	n/a	18	56	9	11	13	100	342	75	384	74
Loyola Marymount U												
Men	0	0	38	68	17	35	42	57	232	66	329	64
Women	3	67	36	69	12	58	67	70	236	72	354	71
Loyola U (Ill)												
Men	0	0	33	55	28	25	36	50	380	62	477	58
Women	0	0	50	50	54	39	49	53	490	66	643	62
Manhattan C												
Men	0	0	11	82	12	33	31	32	411	69	475	65
Women	0	0	0	0	5	60	24	79	279	79	308	79
Marist C												
Men	1	0	6	67	22	46	10	50	311	65	356	63
Women	n/a	n/a	2	50	9	44	6	50	332	61	352	60
Marquette U												
Men	0	0	31	65	23	57	24	63	919	73	997	72
Women	1	100	22	73	42	57	28	79	871	75	958	74
Marshall U												
Men	1	100	4	75	24	33	2	50	544	37	575	37
Women	1	0	2	0	22	27	1	100	605	42	631	41
McNeese State U †												
Memphis State U												
Men	0	0	10	10	125	22	2	50	656	34	793	32
Women	0	0	8	38	264	23	2	0	705	36	979	32
Mercer U												
Men	0	0	3	33	19	37	1	0	195	37	224	37
Women	0	0	1	0	55	33	2	100	210	40	270	39
Miami U												
Men	1	100	6	33	34	41	6	67	1,533	73	1,582	72
Women	2	50	15	80	52	50	7	57	1,865	78	1,942	77
Michigan State U												
Men	9	33	44	75	168	41	39	41	2,688	66	2,997	65
Women	16	56	47	75	347	47	25	48	3,057	70	3,521	67
Middle Tennessee State U												
Men	0	0	11	55	100	24	3	33	922	30	1,036	30
Women	1	100	14	21	133	38	2	50	962	38	1,112	38
Mississippi State U												
Men	2	0	16	69	98	22	4	100	711	54	832	50
Women	0	0	5	60	103	43	4	100	525	56	639	54
Mississippi Valley State U												
Men	0	0	0	0	150	33	0	0	n/a	n/a	150	33
Women	0	0	0	0	230	44	0	0	0	0	230	44
Monmouth C (NJ)												
Men	0	0	2	50	17	41	5	40	193	50	217	49
Women	2	0	2	100	24	29	5	100	209	53	241	52
Montana State U †												
Morehead State U												
Men	0	0	3	33	42	24	1	0	460	36	506	35
Women	1	0	1	100	16	19	2	50	451	42	472	41
Morgan State U †												
Mount Saint Mary's C (Md)												
Men	0	0	1	100	6	67	1	0	149	70	157	70
Women	0	0	0	0	3	67	2	100	169	70	174	71
Murray State U												
Men	1	0%	3	0%	53	21%	1	0%	549	41%	607	39%
Women	1	0	2	50	42	24	2	50	692	39	739	38
New Mexico State U												
Men	23	22	9	11	22	18	252	28	618	39	924	34
Women	21	14	2	100	13	23	241	39	499	41	776	40
Niagara U												
Men	1	100	0	0	27	26	3	100	199	70	285	54
Women	0	0	2	50	31	45	2	100	251	80	374	59
Nicholls State U												
Men	1	0	6	0	63	3	9	0	528	18	607	16
Women	1	0	7	14	127	9	8	13	635	22	780	21
North Carolina A&T State U †												
North Carolina State U												
Men	8	63	34	65	198	33	9	78	1,900	62	2,162	60
Women	3	0	18	72	184	46	8	75	1,033	61	1,252	59
Northeast Louisiana U												
Men	5	0	24	58	208	15	4	0	701	26	942	24
Women	13	15	30	73	380	14	7	0	990	33	1,420	28
Northeastern Illinois U †												
Northeastern U												
Men	1	0	39	54	107	17	22	59	1,832	46	2,403	45
Women	1	100	25	60	148	32	22	59	1,069	53	1,451	51
Northern Arizona U												
Men	49	20	6	67	8	25	39	31	525	36	627	34
Women	33	3	39	72	12	17	32	31	457	32	576	32
Northern Illinois U												
Men	6	50	63	25	112	20	36	33	1,369	54	1,597	50
Women	9	44	74	32	219	26	34	38	1,675	59	2,022	54
Northwestern State U (La)												
Men	10	0	8	13	206	11	18	0	533	10	796	10
Women	10	10	1	0	212	10	9	0	578	14	826	13
Northwestern U †												
Ohio State U												
Men	4	0	81	57	175	19	35	51	3,430	51	3,837	50
Women	4	25	50	68	213	30	19	32	2,947	58	3,287	55
Ohio U												
Men	4	25	6	33	120	37	5	80	1,308	52	1,586	50
Women	n/a	n/a	3	33	95	46	2	0	1,209	58	1,390	57
Oklahoma State U												
Men	32	31	12	83	41	17	10	30	1,358	40	1,539	41
Women	25	44	3	33	29	14	11	18	1,306	47	1,403	46
Old Dominion U												
Men	5	20	34	38	63	54	8	38	693	48	853	47
Women	7	14	36	58	114	47	5	40	652	50	837	49
Oregon State U												
Men	22	32	71	62	18	44	34	18	1,148	50	1,331	49
Women	14	14	37	46	11	36	21	24	984	53	1,081	51
Pennsylvania State U †												
Pepperdine U												
Men	1	0	13	54	8	25	7	43	151	66	223	57
Women	2	100	17	47	12	58	14	43	236	56	304	55
Prairie View A&M U †												
Princeton U												
Men	1	100	47	98	37	73	24	88	577	96	727	95
Women	3	33	27	93	44	86	22	96	317	98	427	96
Providence C												
Men	0	0	0	0	5	60	3	33	467	79	483	79
Women	0	0	0	0	6	67	4	100	492	84	511	84
Purdue U												
Men	9	67	83	83	92	50	45	60	2,717	69	2,985	68
Women	7	29	38	76	112	53	30	53	2,010	69	2,215	68
Radford U												
Men	0	0	9	44	18	28	7	29	417	47	451	46
Women	3	33	14	64	47	45	8	50	890	52	962	52
Rice U												
Men	1	100	16	100	18	89	10	88	257	78	308	81
Women	0	0	23	91	10	80	12	83	183	89	228	88
Rider C												
Men	1	0	1	0	9	67	5	60	275	61	348	55
Women	1	0	6	0	11	27	3	67	332	68	395	60
Robert Morris C (Pa)												
Men	1	0	2	0	9	22	1	100	206	55	219	53
Women	0	0	0	0	22	55	1	0	215	59	238	58
Rutgers U												
Men	4	50	190	71	154	51	127	50	1,607	73	2,139	70
Women	0	0	171	73	268	60	134	54	1,778	78	2,407	75
Saint Bonaventure U												
Men	0	0	1	0	2	100	1	100	328	66	335	66
Women	0	0	2	50	2	100	2	50	287	75	294	75
Saint Francis C (NY)												
Men	1	100	2	0	27	7	25	28	159	28	242	23
Women	0	n/a	1	100	29	24	31	26	113	45	189	36
Saint Francis C (Pa)												
Men	0	0	1	100	0	0	1	100	132	44	135	45
Women	1	0	0	0	1	0	0	0	124	57	126	56
Saint John's U (NY) †												
Saint Joseph's U												
Men	n/a	n/a	6	83	13	23	10	50	265	74	298	71
Women	n/a	n/a	6	83	13	69	7	28	274	76	302	75
Saint Louis U												
Men	1	100	15	60	54	61	24	58	412	60	520	60
Women	1	100	15	60	111	61	19	63	578	62	732	62
Saint Mary's C of California												
Men	1	100	2	50	6	67	11	46	158	74	194	71
Women	0	0	6	50	7	29	15	60	201	60	241	56
Saint Peter's C												
Men	0	0	17	35	12	33	28	46	194	42	252	42
Women	1	0	9	33	20	25	61	44	139	55	232	49
Sam Houston State U												
Men	2	0	5	0	38	32	32	25	506	28	584	27
Women	2	0	6	67	74	45	23	35	579	36	684	37
Samford U †												

	American Indian		Asian		Black		Hispanic		White		Total	
	Total	Pct. grads.	Total	Pct. grads.	Total	Pct. grads.	Total	Pct. grads.	Total	Pct. grads.	Total	Pct. grads.
San Diego State U †												
San Jose State U												
Men	7	14%	205	50%	34	12%	57	56%	390	30%	729	37%
Women	19	37	197	49	56	13	61	34	397	41	762	39
Santa Clara U												
Men	3	67	127	84	18	39	67	72	643	80	862	79
Women	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Seton Hall U †												
Siena C												
Men	n/a	n/a	3	100	4	75	2	100	293	79	303	80
Women	n/a	n/a	2	100	3	67	4	50	277	79	286	79
South Carolina State C												
Men	n/a	n/a	n/a	n/a	311	50	n/a	n/a	5	40	316	49
Women	n/a	n/a	n/a	n/a	389	53	n/a	n/a	4	0	394	53
Southeast Missouri State U †												
Southeastern Louisiana U												
Men	3	0	17	29	117	7	13	23	1,118	20	1,268	19
Women	12	17	2	100	154	12	12	8	1,249	22	1,426	21
Southern Illinois U at Carbondale												
Men	1	0	62	53	184	19	21	38	1,058	42	1,326	39
Women	0	0	27	48	184	34	7	86	700	47	918	45
Southern Methodist U												
Men	3	100	7	86	21	38	25	72	514	78	645	68
Women	0	0	9	89	14	71	15	80	541	82	682	70
Southern U †												
Southern Utah U												
Men	4	50	2	50	3	33	5	20	150	69	164	66
Women	6	50	2	0	1	0	0	0	190	68	199	67
Southwest Missouri State U												
Men	0	0	5	20	11	27	1	100	991	36	1,010	35
Women	2	0	8	25	8	13	3	33	1,240	35	1,265	35
Southwest Texas State U												
Men	5	20	12	33	67	25	163	23	1,411	24	1,611	24
Women	6	0	7	0	76	26	177	24	1,713	34	1,987	32
Stanford U												
Men	6	67	64	95	61	79	87	89	651	91	921	90
Women	4	25	71	93	66	88	76	93	448	96	694	94
State U of New York at Buffalo												
Men	9	56	86	53	89	20	31	42	1,457	50	1,800	48
Women	6	33	51	67	129	27	35	51	940	56	1,244	53
Stephen F Austin State U												
Men	1	0	4	0	34	21	13	23	810	38	866	37
Women	1	0	6	67	39	28	22	45	1,173	42	1,245	41
Stetson U												
Men	0	0	1	0	8	13	6	67	193	63	219	61
Women	1	100	2	50	8	38	6	67	243	60	269	61
Syracuse U												
Men	1	0	33	64	107	33	35	46	1,115	62	1,522	58
Women	7	29	26	69	159	44	45	44	1,090	70	1,545	65
Temple U †												
Tennessee State U †												
Tennessee Tech U												
Men	0	0	14	50	12	42	4	100	679	45	709	46
Women	0	0	7	71	8	25	0	0	494	53	509	53
Texas A&M U												
Men	3	67	70	63	77	39	194	60	2,623	64	3,035	63
Women	6	67	40	60	73	63	173	62	2,180	69	2,509	68
Texas Christian U												
Men	n/a	n/a	4	50	22	50	15	53	413	55	471	54
Women	2	n/a	2	50	22	50	20	45	554	61	611	59
Texas Southern U †												
Texas Tech U												
Men	4	0	20	25	77	17	149	27	1,750	37	2,050	36
Women	5	20	15	53	49	25	129	17	1,652	41	1,861	40
Towson State U †												
Tulane U												
Men	n/a	n/a	23	83	39	39	39	67	827	66	947	65
Women	n/a	n/a	17	88	29	55	26	77	66	69	746	69
US Air Force Academy												
Men	7	43	34	82	73	68	66	68	1,119	72	1,303	72
Women	2	50	6	67	12	83	12	58	177	63	209	64
US Military Academy												
Men	5	40	32	91	83	80	46	87	956	79	1,125	79
Women	1	0	5	100	10	50	6	100	118	70	140	71
US Naval Academy												
Men	2	50	38	82	55	60	71	66	1,091	80	1,257	78
Women	0	0	6	100	8	75	3	0	96	71	113	71
U of Akron												
Men	6	33	7	14	57	14	4	50	1,299	40	1,406	39
Women	3	67	10	50	97	28	5	20	1,115	48	1,258	46
U of Alabama												
Men	1	100	2	50	79	49	6	17	846	46	948	46
Women	2	50	10	70	131	55	5	80	891	57	1,051	57
at Birmingham												
Men	0	0	5	40	70	31	0	0	354	32	435	32
Women	1	100	7	71	178	24	2	0	417	44	608	39
U of Arizona												
Men	24	21	63	43	43	23	192	26	1,469	44	1,934	43
Women	28	25	52	44	26	50	189	32	1,499	49	1,821	47
U of Arkansas at Fayetteville												
Men	11	9	14	43	109	27	10	30	1,069	34	1,244	34
Women	8	25	4	50	71	21	7	14	868	39	970	38
at Little Rock †												
U of California												
Berkeley												
Men	14	43	498	71	125	48	188	54	1,263	74	2,222	70
Women	12	75	466	77	169	46	168	76	956	81	1,858	76
Irvine												
Men	7	29	374	58	25	32	90	48	599	57	1,171	56
Women	6	33	378	66	58	38	93	38	656	57	1,268	57
Los Angeles												
Men	8	25	381	72	98	43	247	53	922	77	1,743	69
Women	20	50	464	74	224	49	289	61	1,111	79	2,205	72
Santa Barbara												
Men	5	40%	88	68%	36	53%	99	48%	892	70%	1,164	67%
Women	7	57	107	54	71	42	114	49	1,295	64	1,648	61
U of Central Florida												
Men	1	0	22	50	49	22	29	38	534	39	649	38
Women	1	100	13	54	45	40	34	35	517	51	616	49
U of Cincinnati												
Men	1	0	37	43	73	14	5	40	1,246	44	1,377	43
Women	0	0	15	60	127	22	6	33	940	52	1,099	48
U of Colorado												
Men	9	44	85	61	27	41	76	32	1,513	63	1,774	61
Women	6	17	73	52	30	37	57	39	1,359	63	1,572	61
U of Connecticut												
Men	3	33	25	44	56	36	36	28	950	62	1,072	59
Women	5	40	30	40	62	36	27	63	1,163	74	1,288	71
U of Dayton												
Men	0	0	9	78	18	67	14	86	872	69	956	69
Women	0	0	4	75	29	52	7	71	692	73	745	71
U of Delaware												
Men	n/a	n/a	19	58	71	51	13	46	1,302	67	1,413	66
Women	2	0	20	75	73	45	9	89	1,875	71	1,981	70
U of Detroit †												
U of Evansville												
Men	0	0	2	50	12	25	2	50	223	53	267	54
Women	0	0	1	100	9	11	2	0	329	52	367	51
U of Florida												
Men	1	100	57	53	157	39	156	55	2,026	55	2,434	54
Women	1	0	36	83	247	43	96	56	1,798	60	2,193	58
U of Georgia												
Men	1	100	19	58	103	38	11	36	1,591	60	1,741	53
Women	0	0	11	82	183	47	15	47	1,877	62	2,095	61
U of Hartford												
Men	5	40	4	25	12	33	10	60	396	46	504	48
Women	1	0	6	50	16	31	5	60	378	56	453	55
U of Hawaii												
Men	0	0	768	81	8	100	5	60	172	89	1,045	82
Women	0	0	1,044	78	7	85	3	33	167	77	1,334	79
U of Houston **												
U of Idaho												
Men	6	17	9	67	7	14	4	25	650	41	688	41
Women	9	0	3	67	2	0	4	25	438	45	465	43
U of Illinois												
Chicago												
Men	3	0	208	34	82	5	116	15	915	32	1,367	28
Women	4	50	175	40	165	19	134	33	613	44	1,124	37
Urbana-Champaign												
Men	5	80	190	82	119	46	63	64	2,691	80	3,070	78
Women	8	63	156	77	146	50	45	60	2,572	80	2,932	78
U of Iowa												
Men	5	60	30	53	48	25	32	44	1,562	63	1,708	62
Women	8	50	35	69	50	32	19	63	1,752	65	1,891	64
U of Kansas												
Men	5	60	26	46	67	19	31	48	1,330	55	1,706	53
Women	2	0	27	56	96	41	9	33	1,391	58	1,697	56
U of Kentucky												
Men	1	0	8	75	45	31	7	29	1,223	45	1,296	44
Women	5	60	3	67	55	47	4	25	1,211	51	1,285	50
U of Louisville												
Men	1	0	8	38	118	10	5	40	1,078	28	1,215	26
Women	4	25	7	29	166	14	4	50	785	33	969	29
U of Maine												
Men	4	25	5	80	5	20	1	0	855	49	883	48
Women	7	14	3	33	0	0	0	0	690	53	706	53
U of Maryland												
Baltimore Co												
Men	n/a	n/a	24	25	39	23	4	25	469	38	545	37
Women	1	100	52	29	117	35	10	50	535	32	728	34
College Park												
Men	10	40	219	52	210	33	67	49	1,913	55	2,487	52
Women	6	33	173	56	261	40	43	51	1,842	66	2,392	62
Eastern Shore												
Men	0	0	0	0	99	14	1	0	26	4	146	14
Women	1	0	1	0	157	21	3	0	16	6	183	19
U of Massachusetts												
Men	2	100	48	46	85	28	48	40	1,371	63	2,042	60
Women	2	100	25	60	69	48	47	57	1,389	68	2,009	66
U of Miami												
Men	n/a	n/a	28	50	44	55	172	59	574	48	1,062	52
Women	n/a	n/a	10	40	53	51	196	71	363	64	802	63
U of Michigan												
Men	12	75	137	88	80	55	36	64	2,019	82	2,284	81
Women	10	80	111	84	129	64	40	68	1,878	85	2,168	84
U of Minnesota–Twin Cities												
Men	36	0	179	29	99	10	40	18	2,482	35	2,998	33
Women	29	10	103	42	91	11	27	19	2,011	36	2,381	34
U of Mississippi												
Men	0	0	15	73	41	37	3	33	737	47	796	47
Women	1	100	3	100	24	63	0	0	669	48	697	49
U of Missouri												
Columbia												
Men	6	17	13	31	49	29	12	42	1,525	53	1,709	50
Women	6	17	22	27	78	24	10	50	1,534	63	1,771	58
Kansas City												
Men	0	0	3	33	13	15	9	67	131	41	173	39
Women	1	0	9	100	26	35	7	57	164	56	224	51
U of Montana												
Men	26	8	6	17	9	0	8	13	643	29	692	27
Women	21	0	5	20	1	0	1	0	721	28	749	28
U of Nebraska–Lincoln												
Men	6	17	69	54	62	13	28	21	1,803	46	2,005	45
Women	4	50	27	59	35	26	16	44	1,596	52	1,701	51
U of Nevada												
Las Vegas												
Men	2	0	11	27	22	36	11	18	254	28	312	27
Women	5	40	12	50	12	8	14	21	263	31	313	30

Continued on Following Page

FACT FILE: Graduation Rates of Fall 1984 Freshmen at Colleges in NCAA's Division I CONTINUED

	American Indian		Asian		Black		Hispanic		White		Total	
	Total	Pct. grads.	Total	Pct. grads.	Total	Pct. grads.	Total	Pct. grads.	Total	Pct. grads.	Total	Pct. grads.
U of Nevada Reno												
Men	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	523	37%
Women	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	543	28
U of New Hampshire												
Men	4	0	6	67	8	25	3	67	982	62	1,008	61
Women	1	0	5	40	5	80	3	0	1,234	70	1,251	69
U of New Mexico												
Men	47	6	29	35	53	13	341	21	629	28	1,113	25
Women	62	10	21	29	28	11	356	30	625	33	1,097	30
U of New Orleans												
Men	1	100	28	21	166	5	44	23	608	21	868	18
Women	1	0	26	35	333	7	41	22	633	25	1,042	19
U of North Carolina Asheville												
Men	0	0	2	0	19	21	0	0	257	35	278	34
Women	0	0	6	33	21	24	1	0	299	33	327	32
Chapel Hill												
Men	12	42	19	90	98	48	9	67	1,176	78	1,320	76
Women	11	46	28	75	238	56	7	86	1,779	80	2,068	77
Charlotte												
Men	0	0	9	44	56	30	2	0	557	51	643	49
Women	1	0	7	43	112	37	3	100	590	54	724	51
Greensboro †												
Wilmington												
Men	2	100	4	25	23	13	5	20	490	39	524	38
Women	2	0	6	50	48	29	2	50	567	47	625	45
U of North Texas												
Men	3	33	14	36	168	16	89	31	1,946	33	2,579	32
Women	4	0	15	27	236	26	113	41	2,271	38	2,789	37
U of Northern Iowa												
Men	0	0	4	25	11	18	6	33	611	58	720	57
Women	3	33	1	100	8	75	4	50	816	64	932	61
U of Notre Dame												
Men	4	75	30	87	23	78	41	95	1,165	93	1,288	93
Women	4	50	11	91	11	73	23	83	460	97	514	95
U of Oklahoma												
Men	33	21	39	51	63	19	16	25	1,078	39	1,244	38
Women	25	24	20	50	86	36	8	50	938	46	1,082	45
U of Oregon												
Men	8	13	49	55	25	28	14	21	779	44	979	45
Women	10	20	71	59	22	41	11	27	971	45	1,192	46
U of the Pacific												
Men	4	50	51	69	12	25	10	70	234	62	355	60
Women	0	0	53	60	13	39	18	44	278	64	386	60
U of Pennsylvania												
Men	1	100	83	89	76	70	48	81	927	90	1,226	89
Women	2	100	90	90	70	81	29	76	735	93	972	91
U of Pittsburgh												
Men	0	0	22	68	100	34	11	55	636	61	1,393	57
Women	0	0	10	60	142	35	1	0	615	69	1,286	63
U of Portland												
Men	1	0	9	78	3	0	6	17	145	58	190	57
Women	1	0	10	70	2	0	6	83	150	55	189	57
U of Rhode Island												
Men	2	50	23	61	17	41	10	50	817	53	972	54
Women	3	33	7	71	14	21	10	50	908	63	1,019	62
U of Richmond												
Men	n/a	n/a	3	33	6	67	1	100	346	82	359	82
Women	n/a	n/a	4	75	5	100	2	50	315	84	327	84
U of San Diego												
Men	1	0	13	77	3	33	15	87	263	56	303	58
Women	0	0	20	55	4	25	34	77	379	46	446	49
U of San Francisco												
Men	0	0	32	41	7	43	8	75	117	56	246	55
Women	0	0	33	55	12	50	18	67	121	53	261	57
U of South Alabama †												
U of South Carolina Coastal Carolina C												
Men	0	0	3	67	20	35	3	67	198	24	224	26
Women	0	0	0	0	20	20	2	0	242	29	264	28
Columbia												
Men	2	50	12	42	163	56	5	20	922	59	1,125	58
Women	0	0	22	59	275	53	12	83	892	65	1,222	62
U of South Florida												
Men	1	0	25	40	45	11	97	34	1,124	33	1,315	32
Women	2	50	16	38	76	34	92	40	1,129	39	1,334	39
U of Southern California												
Men	4	25	274	60	85	34	110	42	965	58	1,658	56
Women	5	60	230	70	107	42	114	54	871	61	1,425	61
U of Southern Mississippi												
Men	0	0	4	0	71	31	4	25	487	34	556	33
Women	2	50	7	71	107	52	4	25	496	45	616	46
U of Southwestern Louisiana												
Men	2	50	14	29	232	12	10	20	851	29	1,296	31
Women	2	50	4	0	337	17	7	29	832	36	1,239	31
U of Tennessee Chattanooga												
Men	1	0	6	0	53	17	1	100	380	27	442	25
Women	1	0	2	0	95	26	6	33	383	37	492	35
Knoxville												
Men	0	0	35	74	84	29	4	25	1,473	49	1,604	49
Women	6	33	17	53	90	48	4	0	1,464	54	1,586	54
U of Texas Arlington												
Men	7	57	62	34	60	12	50	18	885	25	1,111	24
Women	2	0	48	42	78	24	48	23	649	29	833	29
Austin												
Men	6	17	229	55	162	27	414	46	2,826	59	3,735	56
Women	4	75	168	66	246	46	328	52	2,611	62	3,403	60
El Paso												
Men	3	0	8	25	34	21	493	24	300	23	933	26
Women	2	0	5	20	30	17	540	29	300	22	915	27
Pan American												
Men	0	0	3	33	11	9	725	11	122	6	865	10
Women	5	20	2	0	7	0	1,126	15	167	10	1,310	14
San Antonio												
Men	1	0%	12	42%	11	9%	132	15%	380	14%	543	15%
Women	1	100	10	40	21	19	133	14	349	26	516	23
U of Toledo												
Men	5	20	11	27	58	10	19	37	1,122	42	1,471	36
Women	5	20	9	67	121	10	25	32	1,272	43	1,635	37
U of Tulsa												
Men	7	0	2	50	19	21	5	40	273	49	373	49
Women	8	50	8	63	9	33	2	50	232	50	274	49
U of Utah												
Men	5	0	29	41	6	33	28	36	1,137	29	1,358	31
Women	6	0	25	48	3	0	22	36	963	36	1,110	36
U of Vermont												
Men	n/a	n/a	15	67	3	67	7	71	784	74	820	73
Women	n/a	n/a	8	63	8	63	6	33	1,130	78	1,156	77
U of Virginia												
Men	1	100	36	78	69	68	4	100	1,194	91	1,319	89
Women	0	0	63	79	105	85	5	100	1,106	94	1,283	92
U of Washington												
Men	22	5	327	56	89	21	31	23	1,407	63	2,055	59
Women	26	15	284	61	114	23	48	50	1,297	67	1,917	62
U of Wisconsin Green Bay												
Men	8	12	1	0	4	0	2	0	304	30	330	28
Women	6	17	0	0	3	33	0	0	374	34	385	35
Madison												
Men	9	56	60	63	50	50	41	54	2,574	65	2,796	65
Women	7	43	57	68	70	43	26	65	2,626	69	2,821	68
Milwaukee												
Men	9	11	31	36	41	0	18	6	1,012	38	1,145	36
Women	6	50	18	44	89	11	23	13	1,140	39	1,294	37
U of Wyoming												
Men	5	0	4	25	14	14	16	38	626	40	733	39
Women	4	25	4	50	4	25	16	38	529	46	600	46
Utah State U †												
Valparaiso U												
Men	1	0	11	55	10	10	2	0	321	68	346	66
Women	1	0	2	0	5	40	4	50	381	72	393	71
Vanderbilt U												
Men	1	100	13	100	21	38	6	67	714	78	757	77
Women	1	100	13	85	16	75	1	100	662	77	694	78
Villanova U †												
Virginia Commonwealth U												
Men	3	67	13	46	71	31	5	60	466	36	573	36
Women	0	0	25	72	217	39	14	7	619	48	887	46
Virginia Military Institute												
Men	0	0	11	73	31	71	5	40	367	67	419	67
Women #												
Virginia Polytechnic Inst												
Men	3	100	75	71	104	45	15	73	2,022	72	2,233	70
Women	4	75	60	80	102	55	18	56	1,698	74	1,888	73
Wagner C												
Men	0	0	24	13	29	10	8	13	267	28	330	25
Women	0	0	10	0	42	31	9	44	200	45	262	41
Wake Forest U												
Men	n/a	n/a	6	100	19	42	1	100	484	79	510	78
Women	n/a	n/a	2	100	13	77	2	100	342	85	359	85
Washington State U												
Men	17	12	70	47	54	37	17	29	1,356	52	1,632	51
Women	17	18	49	47	61	23	13	46	1,205	52	1,421	50
Weber State U												
Men	0	0	4	25	6	0	5	0	291	13	709	11
Women	4	0	5	0	6	17	3	0	212	16	715	11
West Virginia U												
Men	0	0	20	65	51	29	5	40	1,273	54	1,349	53
Women	1	0	15	80	33	30	8	63	1,196	58	1,253	58
Western Carolina U												
Men	4	25	4	50	54	35	1	0	565	38	633	37
Women	6	50	2	50	48	50	4	50	476	44	537	45
Western Illinois U												
Men	2	50	7	29	111	23	14	29	796	43	1,038	40
Women	3	0	4	50	218	22	11	36	663	51	975	44
Western Kentucky U												
Men	1	0	0	0	87	18	4	75	792	14	890	32
Women	1	100	0	0	112	24	2	50	970	48	1,091	46
Western Michigan U												
Men	4	0	12	33	121	25	12	25	1,079	43	1,228	41
Women	2	50	4	50	156	20	7	43	1,168	50	1,337	47
Wichita State U												
Men	4	0	19	63	19	26	8	25	261	44	353	44
Women	9	11	22	55	12	42	2	100	294	44	355	46
Winthrop C												
Men	0	0	1	0	24	13	2	0	240	41	268	38
Women	1	0	1	0	116	57	3	67	509	47	630	49
Wright State U												
Men	1	100	9	22	50	12	4	25	793	27	869	26
Women	1	0	13	39	76	17	6	17	715	34	818	32
Xavier U												
Men	1	100	3	67	10	60	6	50	218	67	242	67
Women	0	0	0	0	23	30	8	50	199	60	234	56
Yale U												
Men	3	67	65	97	47	81	23	83	535	95	789	94
Women	n/a	n/a	52	96	53	85	25	88	359	95	560	94
Youngstown State U												
Men	1	0	2	50	75	15	10	10	872	38	983	36
Women	1	0	3	100	102	17	5	20	832	42	972	39

Note: The table shows the proportion of first-time, full-time freshmen in fall 1984 who earned bachelor's degrees by fall 1990. The total includes students who did not identify their racial or ethnic group.

† Did not supply information

Does not enroll women

* Includes freshmen at its two-year college

** Records destroyed

SOURCE: CHRONICLE REPORTING

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Quote, Unquote

News Summary: Page A3

"To students, it's the three E's: the economy, education, and the environment."
A student and delegate to the Democratic National Convention, on the issues in the campaign: A20

"This is the fun part of democracy."
A professor, on being a delegate: A27

"It's like someone took the lid off, and there's been this explosion of very creative work."
An editor, on publishers' interest in gay and lesbian studies: A8

"I do not know of another forum in which such a judgment could be made and be more certain."
David Baltimore, on a prosecutor's decision not to seek the indictment of a researcher with whom he had written a disputed paper: A7

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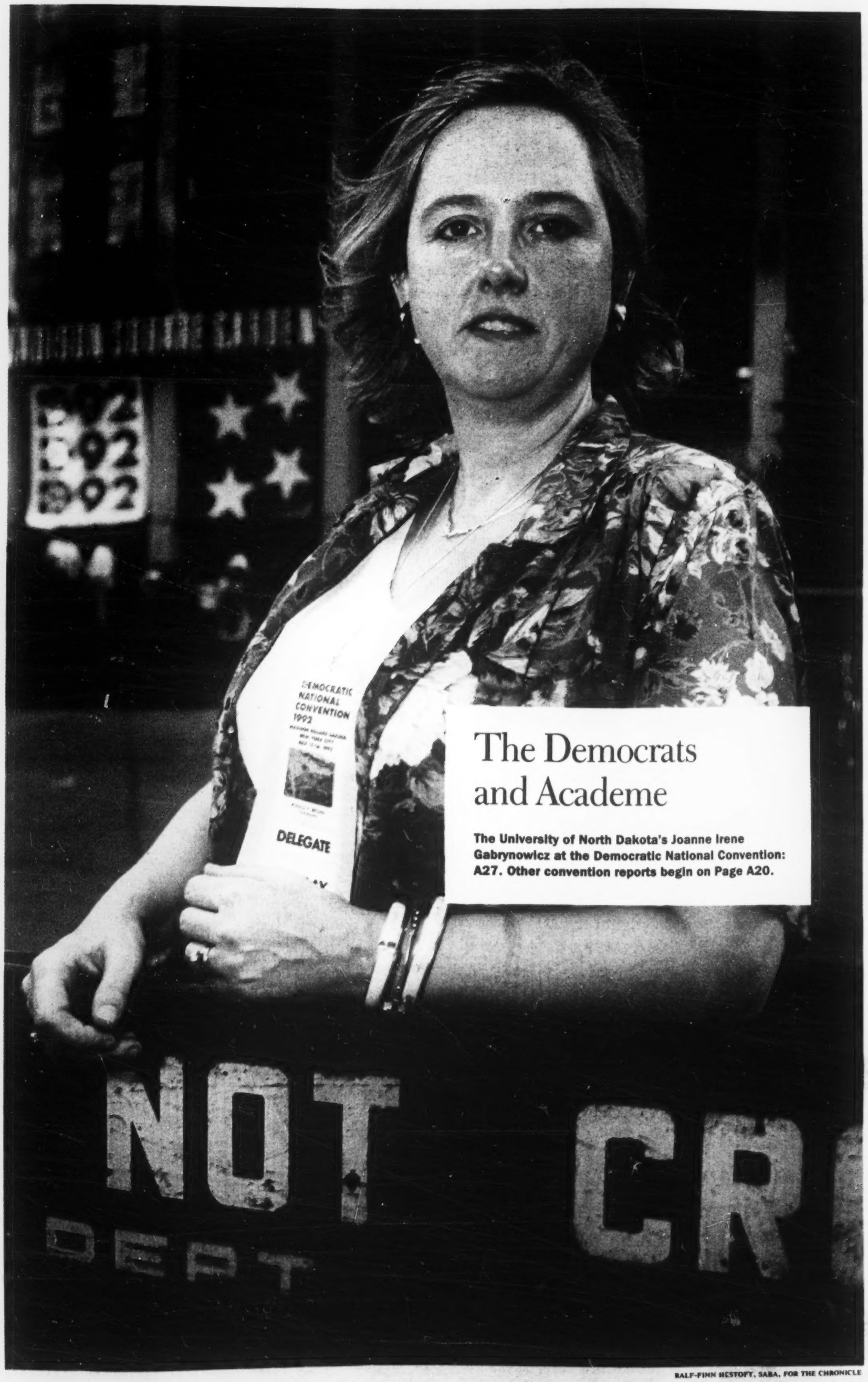

RALF-FINN HESTOFT, SABA, FOR THE CHRONICLE

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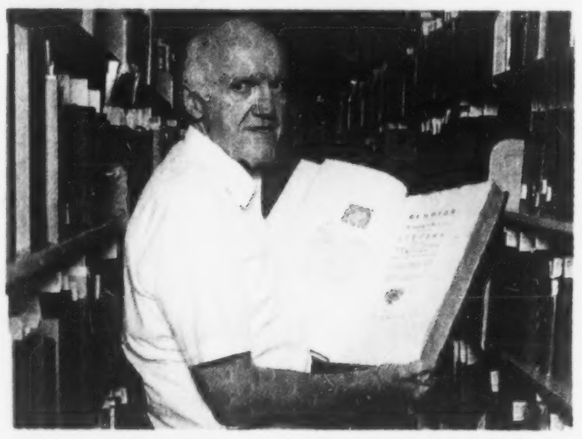

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MARGINALIA

Flyer at Case Western Reserve University:

C.W.R.U. SECURITY OFFERS
"MAINTENANCE FREE"
ANTI/THEFT DEVICE
FOR YOUR AUTO

"As a CWRU parking permit holder, you are entitled to take part in our award winning VIN Etch Program.

"CWRU Security Officers will etch the VIN (Vehicle Identification Number), sometimes called the serial number of your auto, on all the large windows of your vehicle. . . .

"Drive your vehicle to the Lot 53 parking garage second level security booth. The Security Officer will etch your vehicle and your back on your way in about 20 minutes."

Ouch! That *hurts!*

■

Note in *Along the Walk*, a newsletter at Trinity College (Conn.):

"Honor Moore, a poet, playwright, editor, and biographer, will read from and explain why and how she wrote her biography of the painter Margarett Sargent at 4 p.m. in the English department building."

Speed writing?

■

From *University Employee*, a union publication at the California State University:

"CSEA recognizes the severe budget problems facing the CSU, but we firmly believe that there must be a much more equitable 'sharing' of the burden when it comes to potential layoffs, cutbacks in health benefits, etc. We need to ask why the Chancellor's Office just hired two new lawyers and three new administrators at a cost of approximately $500 million per year."

Good question!

■

We're not sure what to think about a "resource guide" from the Vermont Department of Education that has this title:

Keeping Pregnant and
Parenting Teens in School

■

A reader writes:

"A budget request at the University of Michigan–Dearborn asks for money 'to fund a reserve to replace 2 vans used for campus pickup/delivery every 4-5 years.'

"And *you* thought the U.S. mail was slow!"

■

From a story in *The Daily Reveille*, a newspaper at Louisiana State University:

"Imagine yourself in the middle of arid mountains 75,000 feet high. The night is very clear and you can see the stars shining furiously against the darkness of the sky. The silence of beating nature surrounds you. It is warm."

And our ears are popping. —C.G.

In Brief

Texas medical student sues for diploma

HOUSTON — A district-court judge has threatened to hold officials of two University of Texas health institutions in contempt if they do not issue a certificate stating that a student has completed his medical studies.

The student, Allan Than, needs the certificate to begin his medical residency this fall. In 1991, Mr. Than was expelled from the Medical School at the University of Texas Health Science Center at Houston. Then a third-year medical student, he was accused of cheating on an exam. Mr. Than denied the charge and sued the institution. A court later granted an order that allowed him to complete his studies.

Meanwhile, a judge ordered officials of the health-science center to release a temporary certificate saying Mr. Than has graduated. The certificate would allow him to start his residency while his lawsuit is pending. University officials would not comment on the case. ■

PHIL SKINNER, FORT LAUDERDALE SUN-SENTINEL

Students queue up to register for fall courses

FT. LAUDERDALE, FLA.—Hundreds of students at Broward Community College waited overnight to register for courses that begin this fall. Students at the college's three campuses slept on the ground or spent the night in lawn chairs. By dawn, dozens of others had begun queuing up (*above*) to avoid being closed out of courses. From 8 a.m. to 5 p.m., more than 4,000 students registered for fall classes, shattering single-day enrollment records at the campuses.

College officials say state budget cuts caused students to worry about their ability to get the courses they need. The institution has received money from the state legislature that will allow it to add sections of popular courses. ■

MICHAEL GOLDFINGER, ASBURY PARK PRESS

Black students charge police are overzealous

BELMAR, N.J. — Members of black sororities and fraternities who gathered here last week for an annual party decried what they said was an overwhelming and intimidating police presence.

As many as 100 police officers from surrounding areas were called out to patrol the town's 20-block-long beach and boardwalk during the event, which attracted thousands of students (*left*).

A spokesman for the state police said 50 officers had later been removed from the patrol. The spokesman said the event had become violent in past years. This year, however, the scene was peaceful and only minor citations were issued. ■

Idaho Student pleads guilty to embezzling

MOSCOW, IDAHO—A student at the University of Idaho has pleaded guilty to embezzling more than $31,000 from his campus fraternity.

Douglas Baker, assistant secretary of the Delta Chi fraternity, admitted to forging five checks on the group's bank account and depositing them in his own.

Mr. Baker will be sentenced next month. Under a plea agreement that he reached with prosecutors, Mr. Baker would serve 30 days in jail and be placed on probation for three years. He also would repay the $31,000. ■

70-mile winds damage Oklahoma campus

LAWTON, OKLA.—Winds of 70 to 80 miles an hour hit the Cameron University campus, causing over $250,000 in damage to several buildings. Pelting rain added to the destruction.

The Fitness Center (*right*) was hardest hit. It lost part of its roof, some windows and doors, and a skylight. A building containing residence halls, classrooms, and offices lost almost 40 windows and much of its roof. The stadium, the baseball field, and the tennis complex also were damaged. No one was seriously injured. ■

JEFF DIXON

Corrections

■ An article about a court ruling on access to university meetings on animal research (*The Chronicle*, July 8) incorrectly identified the Oregon Court of Appeals as the state's highest judicial authority. The highest is the Oregon Supreme Court.

■ An article on a Supreme Court decision on segregation in Mississippi (*The Chronicle*, July 8) said that Stephen C. Halpern had written a brief for the Congressional Black Caucus and the National Association for Equal Opportunity in Higher Education. Mr. Halpern did not write the brief himself, but assisted a group of lawyers who prepared it. ■

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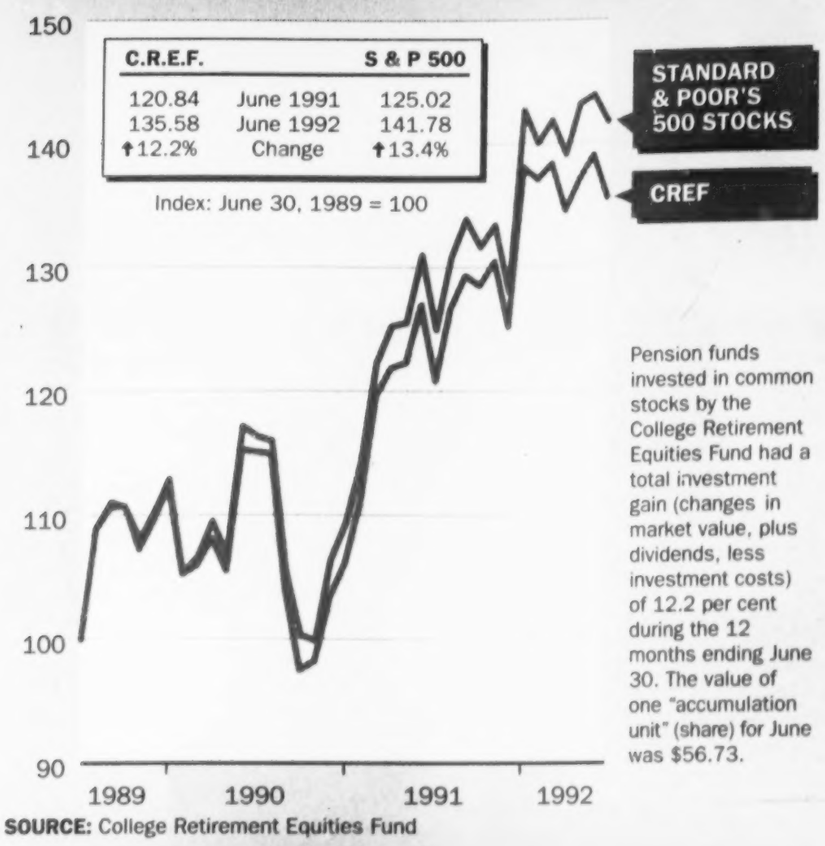
Trends and Indicators

Pension Money in the Stock Market



Pension funds invested in common stocks by the College Retirement Equities Fund had a total investment gain (changes in market value, plus dividends, less investment costs) of 12.2 per cent during the 12 months ending June 30. The value of one "accumulation unit" (share) for June was $56.73.

SOURCE: College Retirement Equities Fund

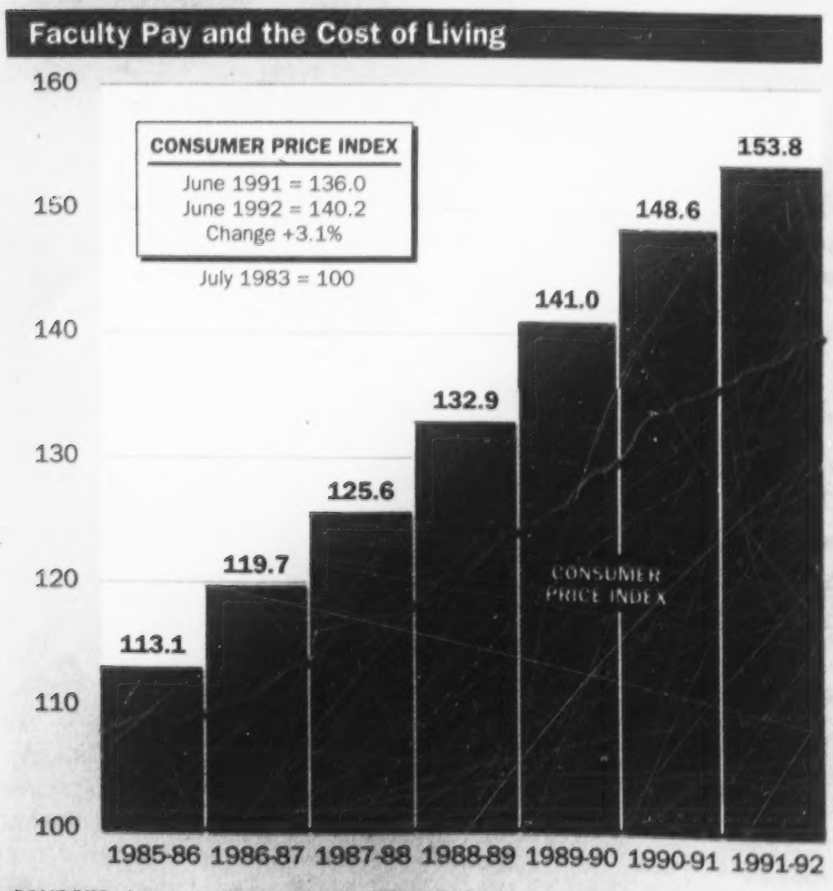
Employment Outlook, 1990 to 2005

Major occupations	1990	2005	15-year increase
Executive, administrative, managerial	12,451,000	15,866,000	27%
Professional specialty	15,800,000	20,907,000	32
Technicians	4,204,000	5,754,000	37
Marketing, sales	14,088,000	17,489,000	24
Administrative support, clerical	21,951,000	24,835,000	13
Service	19,204,000	24,806,000	29
Agriculture, forestry, fishing	3,506,000	3,665,000	5
Precision production, craft, repair	14,124,000	15,909,000	13
Operators, fabricators, laborers	17,245,000	17,961,000	4
Total	122,573,000	147,191,000	20
Selected ocupations			
Education administrators	348,000	434,000	25%
Teachers			
Pre-school, kindergarten	425,000	598,000	41
Elementary	1,362,000	1,675,000	23
Secondary	1,280,000	1,717,000	34
Special education	332,000	467,000	41
College	712,000	846,000	19
Teacher aides	808,000	1,086,000	34

Note: The employment projections for 2005 are based on the assumption of "moderate" economic growth.

SOURCE: U.S. Department of Labor

Faculty Pay and the Cost of Living



SOURCES: American Association of University Professors; U.S. Department of Labor

CHRONICLE CHARTS BY JOJO GRAGASIN

THE CURRICULUM

- **A twist for Goucher College's new cognitive-studies major**
- **Hollins College offers master's program in children's literature**

Goucher College gives a humanistic twist to its new cognitive-studies major, which it distinguishes from cognitive-science programs that emphasize psychology and computer science.

The college will urge majors to take courses on the sociology of knowledge, hermeneutics and deconstruction, and historical linguistics. Undergraduates will study the universal aspects of such cognitive processes as learning and memory, as well as their social and cultural dimensions, says Larry Bielawski, director of the new interdisciplinary program.

"We study epistemology, the acquisition of knowledge, more than cognition, the mind as computer," says Mr. Bielawski, professor of information technology.

Twelve core courses will be required for the new major, which will go into place this fall. Mr. Bielawski says the major will prepare students for graduate work. Students who want to work in software development and related fields are encouraged to major jointly in cognitive studies and computer science, he says.

■

During her lifetime, Margaret Wise Brown, an alumna of Hollins College, could hardly have imagined serious academic study of books like her children's classics "Goodnight Moon" and "The Runaway Bunny."

This summer her alma mater introduced the nation's first master's-degree program which includes both the study and writing of children's literature. Hollins is also home to *Children's Literature*, the leading scholarly journal in the field.

The Hollins Summer Institute in Children's Literature is made up of six-week sessions that include courses on the history and criticism of children's literature and film. Another course this summer deals with how to write novels for young adults.

To complete the master's degree, students will have to take eight courses and write a thesis or creative work.

This year, five full-time students are enrolled. Amanda Cockrell, who directs the institute, said the summer schedule would make it easier to draw teachers and children's librarians to the institute, which is modeled after the college's graduate program in creative writing.

—SCOTT HELLER

Psychology Association Accredits U. of North Texas Program

DENTON, TEX.

Although an accrediting team of the American Psychological Association recommended that the clinical-psychology program at the University of North Texas be placed on probation, the association last month granted it full accreditation for another two years.

The APA had delayed its final decision on the clinical program for three months to allow a second accrediting team to review it—an unusual action, some observers said.

Program in 'Turmoil'

The first team's report, which was obtained by *The Chronicle*, cited "considerable turmoil" in the program and recommended a two-year probation. The second team's report was not available.

Accreditation status was one of many controversies surrounding the program for the past year (*The Chronicle*, February 26). Some students and professors criticized the APA for continuing to accredit a program they said was plagued with problems. Some were particularly angry that the program's director had been demoted after completing a harsh assessment of the program for the accreditors.

Despite the APA's recent decision, it did not extend accreditation for the typical five-year period.

Blaine A. Brownell, the university's provost, said the APA's final decision was fair. "I can only thank the accrediting agency for not taking the easy path," he said, adding that the first team had been faced with an "intense campaign" by a group of students and faculty members who opposed the program's accreditation.

An Unusual Rejection

Other observers inside and outside the university suggested that the APA had indeed taken the easy way out by avoiding the issue of probation. Currently only one of 171 clinical-psychology programs accredited by the APA is on probation.

Elizabeth M. Altmaier, chairwoman of the APA's accreditation committee and a member of the second team that reviewed the North Texas program, said that while it was "unusual" for the committee to reject a site team's recommendation, it was not unheard of. At its March meeting, the committee deferred decisions until June on 4 of the 41 programs it had reviewed. Of those four, which included the North Texas program, the committee eventually rejected the site team's recommendations for two.

Sheila R. Deitz, a professor at the University of Denver's School of Professional Psychology and a member of the first visiting team, said she believed that her team had conducted a thorough review.

Nonetheless, she said she was "impressed" that the APA had sent in a second team to review the program, which she said was dealing with "a lot of complex issues."

Kenneth Polite, a professor at the Illinois School of Professional Psychology who headed the first visiting team, would not comment.

—COURTNEY LEATHERMAN

NEW BOOKS ON HIGHER EDUCATION

It may be necessary to add state tax to the cost of books listed below. Discounts may be available to scholars and to people who order in bulk.

Academia's Golden Age: Universities in Massachusetts, 1945-1970, by Richard M. Freeland (Oxford University Press, 200 Madison Avenue, New York 10016; 532 pages; $49.95). Traces the history of the state's colleges and universities during a period marked by such paradoxical phenomena as an increase in the diversity of student populations and a decrease in the differences among institutions; includes portraits of Boston, Brandeis, Harvard, Northeastern, and Tufts Universities, as well as Boston College, the University of Massachusetts, and the Massachusetts Institute of Technology.

Developing New and Junior Faculty (New Directions for Teaching and Learning No. 50), edited by Mary Deane Sorcinelli and Ann E. Austin (Jossey-Bass Publishers, 350 Sansome Street, San Francisco 94104; 104 pages; $14.95 prepaid). Presents essays on recent research concerning new and junior faculty members, and programs and strategies to support faculty development.

Directory of RN to BSN Programs: 1992 (American Association of Colleges of Nursing/American Nurses Association, available from American Nurses Publishing, Publications Distribution Center, P.O. Box 4100, Kearneysville, W.Va. 25430; 335 pages; $17.95, plus $3 for shipping). Includes state-by-state information on programs for registered nurses pursuing the bachelor's degree at 501 colleges and universities.

Graduate Curricula in Educational Communications and Technology: A Descriptive Directory, edited by Jenny K. Johnson (Association for Educational Communications and Technology, 1025 Vermont Avenue, N.W., Suite 820, Washington 20005; 413 pages; $24 for AECT members, $36 for non-members, plus $3 for shipping). Discusses nearly 200 U.S. and foreign institutions that have master's and/or doctoral programs in educational communications and technology.

Higher Education in Israel: A Guide for Overseas Students (Council for Higher Education in Israel, available from University Student Department/American Zionist Youth Foundation, 110 East 59th Street, Third Floor, New York 10022; 160 pages; $5 prepaid). Offers information on degree and non-degree programs at Israeli colleges and universities.

Learning Skills for College and Career, by Paul I. Hettich (Brooks/Cole Publishing Company, 511 Forest Lodge Road, Pacific Grove, Cal. 93950; 343 pages; $25 prepaid). A guide for students.

Perspectives on Faculty Roles in Nursing Education, edited by Lynne Brodie Welch (Praeger Publishers, Greenwood Publishing Group, 88 Post Road West, Box 5007, Westport, Conn. 06881; 148 pages; $42.95 prepaid). Includes essays on such topics as minority-student recruitment, factors affecting tenure attainment for nursing-faculty members, and the roles of nursing-school deans.

Strengthening Research in Academic OB/GYN Departments, edited by Jessica Townsend (National Academy Press, 2101 Constitution Avenue, N.W., Washington 20418; 309 pages; $30 prepaid). Discusses the need to recruit and support more researchers in obstetrics and gynecology, and to pursue new strategies for funding in those fields.

Wesleyan University, 1831-1910: Collegiate Enterprise in New England, by David B. Potts (Yale University Press, 92A Yale Station, New Haven, Conn. 06520; 383 pages; $35). Sets the Connecticut university's history in the context of economic, educational, religious, and urban developments in 19th- and early 20th-century America.

Athletics

Sidelines

The football bowl games got some good news from the House Ways and Means Committee this month.

The panel endorsed a bill that would exempt from taxation the revenues that bowl games and other amateur sporting events get from their corporate sponsors.

The bill, sponsored by Rep. Ed Jenkins, a Georgia Democrat, was designed to combat a December 1991 ruling by the Internal Revenue Service that declared corporate contributions to be unrelated to the primary mission of bowl games, which is supposed to be education.

The IRS said the Cotton Bowl and the John Hancock Bowl had to pay unrelated-business income tax on the contributions they get from the Mobil Corporation and the John Hancock Mutual Life Insurance Company, respectively. It determined that the corporate contributions to the bowl games essentially were payment for the publicity the companies received by having their names attached to the games. The IRS issued new guidelines in January that signaled its intent to be more vigilant against such contributions in the future.

Bowl-game officials complained that the revenue service was exceeding its powers by creating tax policy, and vowed to seek redress in Congress. The bill from Representative Jenkins, if it becomes law, will protect the bowl games from IRS scrutiny on the unrelated-business issue.

■

Clemson University may have broken National Collegiate Athletic Association rules, but it did so unintentionally, a university official said this month.

Speaking at a meeting of Clemson's trustees, Manning N. Lomax, the vice-president for administration, said the university would admit to "honest mistakes" in its response this month to NCAA charges of rule breaking in the men's basketball program.

The NCAA has charged Clemson with several major violations of its rules, including an allegation that B. J. Skelton, the university's dean of admissions and registration, who is the NCAA's secretary-treasurer, declared a player eligible despite his being aware of discrepancies between two high-school transcripts submitted by the athlete.

■

The New Jersey Athletic Conference has voted to curb the use of tobacco products at its events, beginning this fall.

The league, which competes at the NCAA's Division III level, barred players, coaches, and other people associated with its members' teams from using tobacco at practices or games.

Although some league officials complained that the conference was dictating moral behavior to adult-age students, the vote against tobacco use was 19 to 1.

Survey Suggests Many Division I Colleges Fail to Graduate Their Black Athletes

Latest NCAA study said to paint too rosy a picture

By Douglas Lederman

A MOOD of self-congratulation surrounded the National Collegiate Athletic Association's release this month of a report showing that black athletes in Division I graduated at a higher rate than other full-time black students at their colleges.

But a survey of Division I colleges by *The Chronicle* suggests that many institutions have a long way to go toward insuring that black athletes—particularly the males—are getting an adequate education.

Among the findings:

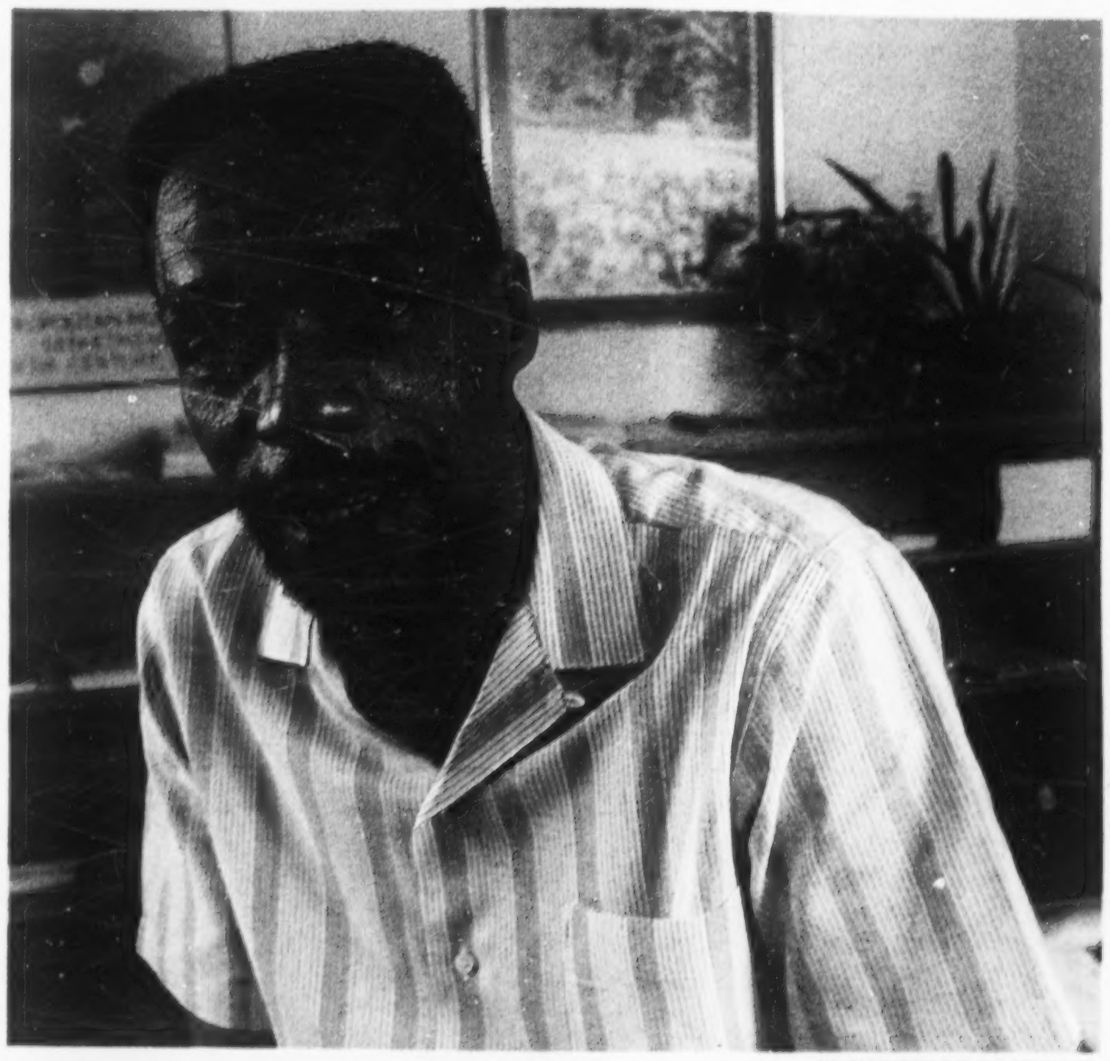
- At nearly half of the 248 Division I colleges that participated in *The Chronicle* survey, fewer than a third of the black male athletes who enrolled at the institutions in 1983 and 1984 had graduated within six years. At 80 of the colleges, fewer than one in every four black male athletes had received a degree within six years.
- Some institutions graduated tiny proportions of their black athletes. Two of the 46 black athletes who entered Lamar University in 1983 and 1984 graduated within six years, as did 7 of 62 black athletes at Northwestern State University of Louisiana and 6 of 48 black athletes at Arkansas State University.
- In three leagues that play big-time football, black male athletes had graduation rates below 25 per cent: the Big Eight Conference at 23.3 per cent, the Big West Conference at 15.7 per cent, and the Western Athletic Conference at 23.2 per cent. Two other conferences—the Southeastern and the Southwest Athletic—had graduation rates for black male athletes below 30 per cent.

'Safety Net' of Support

Black male athletes graduated at a higher rate than other black male students at 129 of the 248 institutions. Yet at many universities that play big-time football, the athletes' rates were lower: Black male students outperformed black male athletes at 8 of 12 institutions in the Southeastern Conference, 5 of the 8 Atlantic Coast colleges that participated in the survey, and 6 of 10 universities in the Pacific-10 Conference.

In announcing the results of the NCAA's study this month, the association's executive director, Richard D. Schultz, said he believed scholarship athletes should graduate at a higher rate than other students, since they are relatively free from the financial pressures that force many students to leave college or to go part time (*The Chronicle*, July 8).

Clifford Adelman, an Education Department researcher who has studied the graduation rates of athletes and other students, noted that athletes also have a "safety net" of support and tutoring that is not generally available to other students. Also, he said, athletes are much likelier than other students to go directly to college from high school—a move that he said is "one of the strongest predictors" of college success.



JAY PAT CARTER FOR THE CHRONICLE

Tom Hill, assistant athletics director at the U. of Oklahoma: "You don't pick out the worst in the world, and be a smidgen better than that, and say you're wonderful."

Those advantages notwithstanding, Mr. Schultz said he was heartened that athletes at many campuses were more likely to graduate than other students.

But Tom Hill, assistant athletics director for academics at the University of Oklahoma, said sports officials and college administrators had little to be proud of in that fact, given how low the graduation rates of all students are.

"This idea that 'neither one of us is successful, but you are less successful than me' is pure foolishness," Mr. Hill said. "You don't pick out the worst in the world, and be a smidgen better than that, and say you're wonderful."

Response to Congressional Pressure

The NCAA plans to release the graduation rates by race on a college-by-college basis next month.

It agreed to do so in response to pressure from Congress, which passed a law last year requiring all institutions that give athletic scholarships to make public the graduation rates of their athletes and other students.

The Chronicle asked all 297 Division I institutions for copies of the forms they submitted to the NCAA. Two hundred forty-eight of them provided the graduation-rates information. An additional 11 institutions—the eight Ivy League colleges and the three U.S. service academies—do not give athletic scholarships and hence did not fill out the portions of the form that relate to the graduation rate of scholarship athletes.

"We need to get out of this business of just paying lip service and keeping the status quo. These kids are keeping people in some pretty nice life styles, including myself."

'Refined' Data

The rest of the Division I members—38 of them—declined to provide the information or said they could not do so because of problems with the data. Among them were 11 of the 17 historically black colleges in Division I and several major sports powers including Duke, Georgetown, and Pennsylvania State Universities.

The information in the forms differs from previous graduation-rates surveys by the NCAA and *The Chronicle* in two major ways: It offers breakdowns by race, and it provides for each college a "refined" graduation rate that includes athletes who transferred in to the institution. But it excludes those who left the college in good academic standing. (For a discussion of the refined rates, see the story on Page A32.)

The new graduation-rates form also focuses on the entering classes of two consecutive years, 1983-84 and 1984-85, in response to criticism that past surveys were merely a "snapshot" of one instant in time and hence did not reflect patterns of performance. Eventually the NCAA will calcu-

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